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DESCRIPTORS	*Abstracts; *Annotated Bibliographies; Creative Ability; *Exceptional Child Education; *Gifted; High Achievers

ABSTRACT

The selected bibliography on gifted and talented contains approximately 100 abstracts with indexing information. Abstracts were drawn from the computer file of the Council for Exceptional Children Information Center's complete holdings as of June, 1973 and were chosen using the criteria of availability of document to user, currency, information value, author's reputation, and classical content. Preliminary information explains how to read the abstract (a sample abstract is included which identifies the different parts of the abstract), how to use the author and subject indexes, how to purchase documents through the Educational Resources Information Center Document Reproduction Service (an order blank is provided), and provides an order blank for Exceptional Child Education Abstracts in which the abstracts are originally published, a list of indexing terms searched to compile the bibliography, and a list of journals from which articles are abstracted for the bibliography. Publication date of documents abstracted ranges from 1926 to 1972. (DB)

ED 078614

GIFTED AND TALENTED: A GENERAL READING LIST

A Selective Bibliography

June, 1973

CEC Information Center on Exceptional Children
An ERIC Clearinghouse
The Council for Exceptional Children
Jefferson Plaza, Suite 900
1411 S. Jefferson Davis Highway
Arlington, Virginia 22202

Exceptional Child Bibliography Series No. 636

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Each abstract contains three sections–bibliographic data, descriptors, and a summary of the document. The bibliographic section provides the document's identifying number (ED and/or EC), publication date, author, title, source, and availability. The descriptors indicate the subjects with which a document deals. The summary provides a comprehensive overview of the document's contents and in some cases document availability is announced here.

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Documents with an ED number and EDRS availability indicated may be purchased from the ERIC Document Reproduction Service (EDRS). For your convenience an order form is provided on the back cover of this bibliography.

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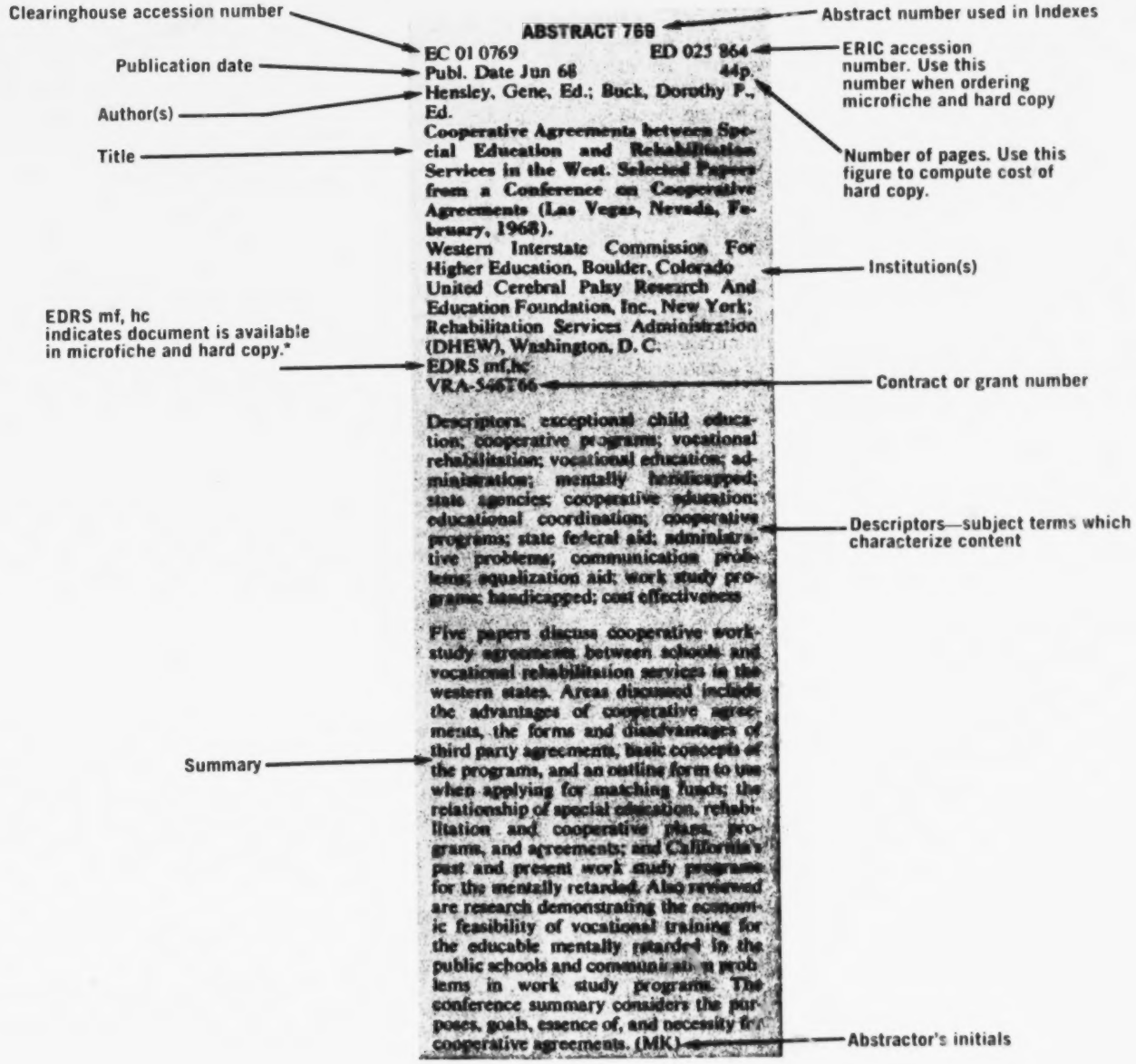
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ABSTRACT 769
EC 01 0769
ED 025 864
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Publication date
Publ. Date Jun 68
44p.
Author(s)
Hensley, Gene, Ed.; Buck, Dorothy F., Ed.
Title
Cooperative Agreements between Special Education and Rehabilitation Services in the West. Selected Papers from a Conference on Cooperative Agreements (Las Vegas, Nevada, February, 1968).
Number of pages. Use this figure to compute cost of hard copy.
Western Interstate Commission For Higher Education, Boulder, Colorado
Institution(s)
United Cerebral Palsy Research And Education Foundation, Inc., New York; Rehabilitation Services Administration (DHEW), Washington, D.C.
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indicates document is available in microfiche and hard copy.*
EDRS mf,hc
VRA-546T66
Contract or grant number
Descriptors: exceptional child education; cooperative programs; vocational rehabilitation; vocational education; administration; mentally handicapped; state agencies; cooperative education; educational coordination; cooperative programs; state federal aid; administrative problems; communication problems; equalization aid; work study programs; handicapped; cost effectiveness
Descriptors—subject terms which characterize content
Five papers discuss cooperative work-study agreements between schools and vocational rehabilitation services in the western states. Areas discussed include the advantages of cooperative agreements, the forms and disadvantages of third party agreements, basic concepts of the programs, and an outline form to use when applying for matching funds; the relationship of special education, rehabilitation and cooperative plans, programs, and agreements; and California's past and present work study programs for the mentally retarded. Also reviewed are research demonstrating the economic feasibility of vocational training for the educable mentally retarded in the public schools and communication problems in work study programs. The conference summary considers the purposes, goals, essence of, and necessity for cooperative agreements. (MK)
Summary
Abstractor's initials

*NOTE: EDRS mf indicates microfiche reproduction only.

INDEXING TERMS SEARCHED

Indexing terms used to retrieve information on *Gifted and Talented* from the Center's computer file of abstracts are listed alphabetically below:

Ability Identification
Creative Ability
Creative Development
Creative Expression
Creative Thinking
Creativity
Exceptional Child Research
High Achievers
Talent Identification
Talent Utilization

JOURNALS USED

Abstracts of articles from the following periodicals appear in this bibliography:

American Journal of Mental Deficiency
Arithmetic Teacher
Educational Researcher
Exceptional Children
Genetic Psychology Monographs
Gifted Child Quarterly
Journal of Consulting and Clinical Psychology
Journal of Educational Psychology
Journal of Educational Research
Journal of School Psychology
National Merit Scholarship Research Reports
Personnel and Guidance Journal
Review of Educational Research

The abstracts in this bibliography were selected from *Exceptional Child Education Abstracts*, Volumes I-IV.

ABSTRACTS

ABSTRACT 10301

EC 01 0301 ED 017 107
Publ. Date 66 89p.
Experiments in Musical Creativity, A Report of Pilot Projects Sponsored by the Contemporary Music Project in Baltimore, San Diego, and Farmingdale.
Music Educators National Conference, Washington, D.C.
EDRS mf

Descriptors: exceptional child research; gifted; curriculum; music; junior high school students; elementary school students; music activities; identification; music education; teachers; inservice courses; inservice teacher education; pilot projects; creativity; music techniques; singing; creative activities; creative teaching; elementary grades; secondary grades; Baltimore; Maryland; San Diego; California; Farmingdale; New York

Three pilot projects were conducted in Baltimore, Maryland, San Diego, California, and Farmingdale, New York, with elementary and junior high school students. The projects in Baltimore and San Diego provided inservice seminars for music teachers along with pilot classes in different types of schools. Objectives of these two projects were presentation of contemporary music to children through suitable approaches, experimentation with creative music experiences for children, identification of contemporary music appropriate at several grade levels, provision through contemporary music of new means of creative experiencing, and inservice education of teachers. The pilot project in Farmingdale was designed to demonstrate two types of creative teaching, experimental techniques in music composition using 20th century idioms and the development of musical resources through rhythmics, singing, improvisation, and composition. The interest and motivation which resulted on the part of teachers and pupils were viewed as supporting the premise that children are receptive to contemporary music and are capable of employing contemporary techniques in creative activities. Recordings of some of the contemporary music used in the projects are listed. This document was published by the Music Educators National Conference, 1201 16th Street, N.W., Washington, D.C. 20036. (CB)

ABSTRACT 10342

EC 01 0342 ED 013 518
Publ. Date 64 86p.
Barbe, Walter B.; Horn, R. A.
One in a Thousand: A Comparative Study of Moderately and Highly Gifted Elementary School Children.
Ohio State Dept. Educ., Columbus, Div. Spec. Educ.
Kent State Univ., Ohio, Dept. Spec. Educ.
EDRS mf,hc

Descriptors: exceptional child research; identification; gifted; student characteristics; children; elementary grades; family background; educational experience; physical development; adjustment (to environment); ability identification; talent identification; creativity; personality; socioeconomic background; Iowa Tests of Basic Skills; Stanford Binet Intelligence Scale; Childrens Personality Questionnaire; CPQ; IPAT; Columbus

Moderately gifted and highly gifted children were studied to determine differences in educational development, adjustment, physical development, and family background. School psychology interns nominated potentially capable pupils from grades 3 to 6. From these, 65 matched pairs of moderately gifted (IQ scores of 120 to 130) and highly gifted (IQ scores of 148 and above) were selected. Stanford-Binet Intelligence Test scores, Iowa Every Pupil Test of Basic Skills scores, Institute for Personality and Ability Testing Children's Personality Questionnaire scores, parent ratings of child, autobiographies, Who Is It scores, school records, socioeconomic levels, and home information were obtained. Structured interviews and instruments measuring creativity and self concept were used with 40 of the subjects. Findings indicated that the highly gifted group came from more affluent backgrounds, had more highly educated parents, and rated higher on creativity measures. Both groups were found to be well adjusted, and there were no outstanding differences of physical development. Teachers did not identify 25 percent of the highly gifted. Large numbers would have been missed through reliance on group tests. The study recommends a state registry of highly gifted children, summer workshops for teachers, and excess cost support. (RM)

ABSTRACT 10378

EC 01 0378 ED 019 770
Publ. Date 67 72p.
Martinson, Ruth A.; Seagoe, May V.
The Abilities of Young Children. CEC Research Monograph Series.
Council for Exceptional Children, Washington, D. C.
EDRS mf

Descriptors: exceptional child research; gifted; cognitive processes; creativity; children; creativity research; sciences; social studies; intermediate grades; originality; creative writing; student ability; evaluation criteria; music; art; intelligence tests; Guilford Hoepfner Measures of Intellectual Ability

In order to assess the quality of creative products in art, music, writing, social studies, and science, children attending grades 3 to 6 of the University Elementary School of the Universisty of California, Los Angeles, were divided into two groups on the basis of intelligence. The higher group (49 pupils, IQ of 130 or more) and the low group (57 pupils, IQ of 120 or less) were similar in educational backgrounds, external environment, parental valuing of education, parental level of education, and sex ratio. Three independent judgments of each child's product in each subject were made by experts in the particular field represented. Criteria for creativity included originality and effectiveness of expression. In five out of the eight products evaluated, a significant relationship (p equals .05) was found between high IQ and high quality of judged product. Findings thus supported the hypothesis that giftedness and creativity are not antithetical. Both groups were also given Guilford and Hoepfner's test for divergent thinking. The only test which significantly separated the high from the low groups was the Association Test (t test, p equals .05). Since no significant differences were found between high and low IQ groups on the four remaining tests, a negligible relationship between intelligence and divergent thinking was indicated. Examples of the children's products in all areas and an 18-item reference list are included. The appendix contains biographical sketches of the judges. This document is available from The Council for Exceptional Children, NEA, 1201 Sixteenth Street, N.W., Washington, D.C. 20036, for $2.00. (JP)

ABSTRACT 10551

EC 01 0551 ED 021 350
Publ. Date 62 71p.
Smith, Donald C.
Personal and Social Adjustment of Gifted Adolescents. CEC Research Monograph, Series A, Number 4.
Council for Exceptional Children, Washington, D. C.
EDRS mf
The Council for Exceptional Children, NEA, 1201 16th Street, N. W., Washington, D. C. 20036 ($2.00).

Descriptors: exceptional child research; gifted; adjustment (to environment); personality; behavior; adolescents; personal adjustment; social adjustment; self concept; self evaluation; interpersonal relationship; personality assessment; peer groups; intelligence factors; conformity; responsibility; Thematic Apperception Test; LaForce Suczek Interpersonal Check List

The study examined similarities and differences in the personal and social adjustment of intellectually gifted and average adolescents along six criteria: inde-

pendent-dominant and responsible-cooperative interpersonal behavior, moderation of interpersonal behavior, unity or integration of personality, self acceptance, and accuracy of self perception. Two matched groups of 42 subjects each, one with IQ's from 130 to 150, the other with IQ's between 90 to 110, completed the Thematic Apperception Test (TAT) and the LaForge-Suczek Interpersonal Check List. Additional interpersonal ratings were secured from teachers and classmates. Results on interpersonal behavior indicated that the superior students were significantly higher in independent-dominant traits, aggressive-rebellious traits, and responsible-cooperative traits. On the TAT average students expressed a higher proportion of themes of masochism-weakness and conformity-trust. On concepts of ideal traits a significantly larger number of average subjects fell above the median on the responsible-cooperative cluster. On all other items, superior students failed to differ significantly. It was thus concluded that factors other than intellect influence personal and social adjustment. Earlier studies are reviewed, and 76 references are cited. Twenty-five tables and an appendix present data. (JD)

ABSTRACT 10577

EC 01 0577 ED 022 273
Publ. Date 65 28p.
Roberts, Roy J.
Prediction of College Performance of Superior Students.
National Merit Scholarship Corporation, Evanston, Illinois
EDRS mf,hc
National Merit Scholarship Corporation, 990 Grove Street, Evanston, Illinois 60201.
National Merit Scholarship Research Reports; V1 N5 1965

Descriptors: exceptional child research; gifted; achievement; academic achievement; grades (scholastic); high achievers; low achievers; sciences; art; music; speech; writing; leadership; college freshmen; predictive validity; grade point average; predictive measurement; questionnaires

Using 857 male National Merit Finalists and Commended Students, scales to predict 1st year college grades and science, writing, art, music, speech, and leadership achievement were developed by analysis of 906 pre-college questionnaire items. Two item analysis strategies were used: responses of achieving subjects (S's) and general samples of nonachieving S's were compared; responses of achieving and nonachieving S's who had previously indicated desire to achieve were compared. The two strategies did not yield essentially different scales. Validity coefficients ranged from .15 to .38 with 300 cross-validation S's; similar correlations resulted from applying the scales to 681 female S's. More items about past accomplishment, activities, and competence entered the scales than did other item types, relative to the size of the item pools. The content of the scales and the correlations among variables support some unfavorable interpretations of high grade achievement. Results suggest the hypothesis that the grade scales should be a negative predictor of nonacademic achievement, and the nonacademic scales should predict grades negatively. (Author/JD)

ABSTRACT 10626

EC 01 0626 ED 024 185
Publ. Date June 68 185p.
Martinson, Ruth A.; Wiener, Jean
The Improvement of Teaching Procedures with Gifted Elementary and Secondary School Students. Final Report.
California State College, Gardena
Office of Education (DHEW), Washington, D. C., Bureau of Research
EDRS mf,hc
OEC-4-6-061244-8948
BR-6-1244

Descriptors: exceptional child research; gifted; professional education; teaching methods; behavior; teaching models; teacher characteristics; inservice teacher education; teacher improvement; teacher rating; test reliability; behavior rating scales; test results; questioning techniques; teacher selection; teacher behavior

Inservice self-study was utilized to improve the qualitative level of classroom method among teachers of the gifted. Ten judges selected 45 to 75 elementary and secondary teachers by a rating scale of significant behaviors, classroom observation ratings, the Weiner Attitude Scale, and the Terman Concept Mastery Test. The 45 were considered flexible, intelligent, creative, and stimulating. Analysis of the teacher behavior scale indicated four main factors: individualized materials and instruction, art of questioning, encouragement of higher level learning, and communication-interaction. Inservice activities were pupil study (case studies) of gifted characteristics, study of classroom principles for higher level thinking, and discussion and evaluation of a teacher model; teacher-made videotapes of classroom activities, using the principles learned, were also shown and evaluated at the inservice meetings. Interjudge reliabilities of .90 were obtained from audiotape analysis of the teachers' questions and answers at the beginning and end of the project. Significant improvement between the two tapes (p equals .01) occurred in the application, generalization, and synthesis questions by the teacher (indicating growth in higher cognitive level questions), and growth in open responses by students were noted. (Author/SN)

ABSTRACT 10633

EC 01 0633 ED 003 705
Publ. Date 65 63p.
Gold, Marvin J.
Effects of Self-Directed Learning on Gifted Elementary School Children.
Syracuse University, New York, Research Institute
Office of Education (DHEW), Washington, D. C.
EDRS mf,hc
OEC-5-10-169 CRP-S-174

Descriptors: exceptional child research; achievement; teaching methods; gifted; adjustment (to environment); elementary school students, academic achievement; achievement gains; study skills; critical thinking; personal adjustment; social adjustment; student development; autoinstructional methods; reading; social studies; sciences; test results; self directed classrooms; resource materials; intermediate grades

Gifted school children worked for a period of several months in self directed learning situations in a resource room without teacher imposed direction. They had opportunities to explore areas of interest (during two class periods per day) in reading, social studies, and science in the manner and depth which they chose. Pretests and posttests were administered to measure student growth in academic achievement, study skills, divergent thinking, and personal and social adjustment. Test results were compared with those of a random control sample which had no contact with self directed learning. Other information was gathered through daily logs maintained by resource room personnel. Both the experimental group and the control group were chosen from fourth, fifth, and sixth grade classrooms and were considered to be moderately superior on various intellectual measures. Little difference was noted between the two groups on gains made in academic achievement, study skills, and divergent thinking ability. Personal and social adjustment appeared to be favorably affected when self direction was used. (JH)

ABSTRACT 10665

EC 01 0665 ED N.A.
Publ. Date 61 414p.
Fliegler, Louis A., Ed.
Curriculum Planning for the Gifted.
EDRS not available
Prentice-Hall, Inc., Englewood Cliffs, New Jersey.

Descriptors: exceptional child education; gifted; curriculum; program planning; language arts; social studies; arithmetic; sciences; mathematics; reading; creative writing; languages; creative art; music; creative dramatics; curriculum planning; teaching methods; elementary schools; secondary schools; administration

Designed for teachers, administrators, and curriculum specialists, the book is a resource compendium or a basic text on curriculum development for the gifted. Basic problems, principles of curriculum construction, program development, and administrative provision are discussed. Content, skill development, pupil identification, and enrichment activities are included for each of these subject areas: social studies, arithmetic, creative mathematics, elementary and secondary science, creative writing, reading, foreign languages, creative art, music, and dramatics. Curriculum implementation is also considered. (IM)

ABSTRACT 10677

EC 01 0677 ED N.A.
Publ. Date 65 326p.
Gallagher, James J., Ed.
Teaching Gifted Students; A Book of Readings.
EDRS not available
Allyn and Bacon, Inc., 150 Tremont Street, Boston, Massachusetts 02139 ($4.95).

Descriptors: exceptional child education; gifted; teaching methods; identification; curriculum; research projects; learning; intelligence; abstract reasoning; divergent thinking; creativity; curriculum development; units of study (subject fields); discovery learning; teacher attitudes; underachievers; individual characteristics; early admission; research reviews (publications)

Twenty-six collected papers consider educating gifted students. Aspects treated are the structure of the intellect, problems and means of identification of the gifted, characteristics of scientists and of the creative, independence-conformity behavior as a function of the intellect, and the temperament of the gifted. Curriculum changes in mathematics, physical science, mental health, and economic education are reported; evaluation of course content improvement is explained. Teaching methods discussed include learning by discovery and its psychological and educational rationale; stimulating inquiry and creativity; and encouraging the creative process through affective teacher behavior. Also described are the onset of underachievement in the gifted, a program for bright underachievers, three methods of assisting underachievers, the slow gifted child, individual classroom adjustment for gifted elementary students, and research on early admission. (IM)

ABSTRACT 10694

EC 01 0694 ED N.A.
Publ. Date 65 311p.
Aschner, Mary Jane, Ed.; Bish, Charles, Ed.
Productive Thinking in Education, Conference Papers Connected with National Education Association Project on the Academically Talented Student (Washington, D.C., April 27-29, 1961 and May 2-4, 1963).
National Education Association, Washington, D. C.;
Carnegie Corporation, New York, New York
EDRS not available
National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C. 20036 (Cloth, $4.50; Paper, $3.00).

Descriptors: exceptional child education; creativity; educational needs; identification; intelligence; productive thinking; intellectual development; learning theories; motivation; personality; cognitive processes; environmental influences; teaching methods; achievement need; information seeking; problem solving; measurement techniques; testing; adult characteristics; research utilization

The development of intelligence is considered by J.P. Guilford in relation to intellectual factors in productive thinking while developmental factors are considered by Ralph H. Ojemann. David P. Ausubel discusses the influence of experience; Richard Alpert treats motivation, personality, and productive thinking; and Albert J. Caron investigates the impact of motivational variables on knowledge seeking behavior. Personality and creativity are discussed by Donald W. MacKinnon; assessment of productive thinking in children is described by E. Paul Torrance; and an assessment of originality in adults is presented by Frank Barron. Discussion of education for productive thinking includes a presentation of necessary changes by Calvin W. Taylor and educational implications of research by A. Harry Passow. Critiques of papers, implications for teaching, and a summary by Miriam L. Goldberg are included. (RP)

ABSTRACT 10782

EC 01 0782 ED 025 062
Publ. Date 67 51p.
Helson, Ravenna
Effects of Sibling Characteristics and Parental Values on Creative Interest and Achievement.
California University, Berkeley, Institute of Personality Assessment and Research
Office of Education (DHEW), Washington, D. C., Cooperative Research Program
EDRS mf,hc
OEC-4-6-068012-0959 CRP-S-012-66
BR-6-8012

Descriptors: exceptional child research; gifted; creativity; family (sociological unit); personality; adjustment (to environment); siblings; academic achievement; creative development; family characteristics; family influence; family relationship; personality development; personal values; individual characteristics; rating scales; cognitive tests; interest scales; self concept

In investigating patterns of family relationships conducive to creativity, several inventory-type personality tests and a questionnaire about family relationships and childhood interests were sent to 99 Mills College alumnae 5 years after their graduation and to the siblings of 51 of them. All had been tested, while seniors, for personality and some had been selected as creative by the faculty. The 12 of the 51 who had been picked as creative had nine sisters and eight brothers participating while the comparison 39 had 31 sisters and 28 brothers participating. The creatives had higher verbal aptitude scores and made better grades than the other seniors (p less than .01) and since graduation had shown a higher level of creative activity (p less than .001). The brothers and sisters of the creatives consistently made higher scores than siblings of other Mills women on the indices of creative traits; they had a higher educational level (p less than .01); and the brothers received more honors for intellectual distinction (p less than .01). For the creative Mills sisters, support was found for the conceptualized pattern of having the following: dissatisfaction with their relationships in the family, symbolic facility and an approach to the world focused on the potential or intuitive rather than the practical, and confidence that they could intervene in symbolic affairs and could by their efforts and initiative gain a more satisfying set of relationships. (SN)

ABSTRACT 10840

EC 01 0840 ED 003 844
Publ. Date 65 202p.
Gowan, John Curtis
Annotated Bibliography on Creativity and Giftedness.
San Fernando Valley State College, Northridge, California
Office of Education (DHEW), Washington, D. C.
EDRS mf,hc
OEC-4-10-157 CRP-S-056

Descriptors: exceptional child research; creativity; gifted; periodicals; children; annotated bibliographies; educational researchers; abstracts; Psychological Abstracts

Compiled for educational researchers, this annotated bibliography represents a sampling of published writing on creativity and gifted children since 1960. In a few instances the annotations have been modified or abridged from those found in Psychological Abstracts or other journal abstracts. Some of the annotations have previously appeared in The Gifted Child Quarterly. (LP)

ABSTRACT 10841

EC 01 0841 ED 003 802
Publ. Date Jan 61 413p.
Getzels, Jacob W.; Jackson, Philip W.
Varieties of Giftedness in the Classroom: Studies of Cognitive and Psychosociological Functioning in Adolescents.
Chicago University, Illinois
Office of Education (DHEW), Washington, D. C.
EDRS mf,hc
CRP-098

Descriptors: exceptional child research; cognitive processes; personality; gifted; creativity; adolescents; cognitive tests; concept formation; creativity research; psychological testing; intellectual development; moral values; testing; academic achievement; achievement; personal values; values; family environment; attitudes; student attitudes

The cognitive and psychosocial functioning of four categories of gifted children was studied. Two groups of adolescents showing different types of cognitive excellence (intelligence and creativity) and two groups exhibiting different types of psychosocial excellence (morality and psychological adjustment) were investigated using a wide variety of measures, some of them especially developed for this research. Traditional methods of evaluating giftedness have divided children into categories of high or low intelligence, but results of this study indicate there are two other useful categories of cognitive functioning: high IQ without concomitant high creativity and high

creativity without concomitant high IQ. Those students representing those categories were found to be equally superior in scholastic achievement to the population from which they were drawn; but the two groups differed sharply in value orientations, their effect upon teachers, their fantasy productions, their career aspirations, and in family environments. (AL)

ABSTRACT 10907

EC 01 0907 ED 026 750
Publ. Date 65 118p.
Gallagher, James J.
The Influence of a Special School on Cognitive Style and Attitudes of Gifted Students.
Illinois University, Urbana. Institute for Research On Exceptional Children
Illinois State Office of the Superintendent of Public Instruction, Springfield. Department of Program Planning for the Gifted
EDRS mf,hc

Descriptors: exceptional child research; gifted; environmental influences; cognitive processes; adjustment (to environment); peer groups; student attitudes; laboratory schools; public schools; self concept; intellectual experience; divergent thinking; convergent thinking; secondary schools; social values; personal values

The study identified what influence university laboratory attendance had upon cognitive and attitudinal dimensions of gifted secondary school students (IQ's above 125). Tests from the Guilford battery, a self concept scale, and an adaptation of the Coleman Attitude Scale were administered to both the laboratory and the secondary school populations (249 students). Results indicated few consistent differences on measures of divergent and convergent thinking, and no significant differences on measures of self concept. The following attitudinal differences in lab school groups were observed: the concept of intellectual self was significantly higher at the senior than the junior high level for boys (p less than .01); a substantial reduction in the positive image of the family occured at the senior high level; and being active in school and popular with one's own sex was a better prestige symbol than athletics, heterosexual social activities, or material possessions. Further, in the lab school, a greater number of students expressed negative feelings about school or doubts about their own ability to do well. Sex and age differences are considered; specific results on attitudes and values are discussed. Disadvantages and advantages of both school settings are evaluated. Twenty-eight tables present data; a bibliography cites 23 items. (JD)

ABSTRACT 10909

EC 01 0909 ED 026 752
Publ. Date 67 20p.
Brison, David W.; Bereiter, Carl
Acquisition of Conservation of Substance in Normal, Retarded, and Gifted Children.
National Institute of Child Health and Human Development (DHEW), Bethesda, Maryland
EDRS mf,hc
Paper Presented at A Seminar Held at Conference on Preschool Education (The Ontario Institute For Studies in Education, November 15-17, 1966) Published In Recent Research on the Acquisition of Conservation Of Substance, Educational Research Series No. 2, the Ontario Institute for Studies in Education.

Descriptors: exceptional child research; cognitive processes; learning; intelligence level; conservation (concept); abstraction levels; cognitive development; concept formation; retention; abstraction tests; test results; mentally handicapped; gifted; average students; logical thinking; programed instruction; associative learning, learning characteristics; learning theories

Thirty-seven normal and 33 gifted children from kindergarten classes and 26 retarded children from special classes with mean mental ages of 76 months, 80 months, and 72 months respectively, were initially tested for their understanding of the terms more, same, and less. All who had failed conservation of substance pretests using juice, sand, clay, and paper were then put through a programed five-stage sequence of conservation training with posttesting after each stage. When a child exhibited conservation with all four materials, he was given two extinction questions which tested the stability of the conservation concept. The main differences between groups were on errors during training, extinction, and explanations. Retardates were significantly more susceptible to extinction of conservation responses (p less than .05) and further study is suggested since this would make a difference in performance if retarded children come out of learning experiences with empirical hypotheses and normal ones with logical certainties. However, no relationship was found between general intelligence level and intuitive concept formation. Eleven tables and a 15-item bibliography are given. (SN)

ABSTRACT 10910

EC 01 0910 ED 026 753
Publ. Date 66 169p.
Gallagher, James J.
Research Summary on Gifted Child Education.
Illinois State Office of the Superintendent of Public Instruction, Springfield. Department of Program Development for Gifted Children
EDRS mf,hc

Descriptors: exceptional child research; gifted; administration; creativity; student characteristics; academic achievement; high achievers; state programs; underachievers; teacher qualifications; personnel needs; identification; teaching methods; administrative organization; research reviews (publications); ancillary services; curriculum development; program evaluation; Illinois

Research is summarized and analyzed in this revision of the author's 1960 Analysis of Research on the Education of Gifted Children, which was used as a guide in the construction and implementation of the Illinois Plan for Program Development for Gifted Children. Information is provided on identification and definition and on characteristics of gifted children. Also discussed are the highly creative child and the underachieving gifted child (attention is given to talent from culturally different groups). Consideration of intervention includes research design and stresses three areas of intervention: the administrative, instructional, and adjunctive. Needed personnel and research development programs in Illinois are treated. Additional research is cited. The bibliography contains over 200 items, dated from approximately 1925 through 1966, and the reference list annotates 32 items. (JP)

ABSTRACT 10915

EC 01 0915 ED 026 758
Publ. Date 67 113p.
Gallagher, James J. and Others
Productive Thinking of Gifted Children in Classroom Interaction. CEC Research Monograph Series B, Number B-5.
Council for Exceptional Children, Washington, D. C.
Office of Education (DHEW), Washington, D. C.;
Elizabeth McCormick Foundation, Chicago, Illinois
EDRS mf
The Council for Exceptional Children, NEA, 1201 16th Street, N. W., Washington, D. C. 20036 ($2.00).

Descriptors: exceptional child research; gifted; attitudes; cognitive processes; interaction; tests; academic achievement; high achievers; junior high school students; teacher attitudes; sex differences; student attitudes; family relationship; questionnaires; questioning techniques; cognitive measurement; convergent thinking; divergent thinking; evaluative thinking; participant characteristics; Guilford; Theoretical Model for the Complete Structure of Intellect

A research project attempted to identify and classify productive thought processes of gifted junior high school students and their teachers. Subjects were 176 gifted high achieving students of both sexes with a verbal IQ range of 127.21 to 136.35, a nonverbal IQ range of 122.88 to 134.59, and a chronological age range of 12.50 to 14.63 years. The students were given tests to determine attitudes and divergent thinking abilities and were evaluated for social qualities and class contributions by their teachers. Parents were asked to complete questionnaires independently to determine family relationships. Three judges, working as a team, tape recorded five consecutive sessions of classes in social studies, science, and English conducted by different teachers in the fall and again the following spring; all comments were classified according to levels of thinking defined in Guilford's structure of the intellect. The types of questions asked by teachers strongly influenced the quality of pupil

response. More than 50% of questions asked in a class session were cognitive memory questions. The second most frequent category was convergent thinking, with a much smaller proportion of divergent and evaluative thinking questions. (BB)

ABSTRACT 10919

EC 01 0919 ED 026 762
Publ. Date 65 534p.
Barbe, Walter B.
Psychology and Education of the Gifted: Selected Readings.
EDRS not available
Appleton-Century-Crofts, 440 Park Avenue South, New York, New York 10016 ($4.50).

Descriptors: exceptional child education; gifted; administration; environmental influences; individual characteristics; achievement; identification; educational strategies; intelligence factors; family (sociological unit); learning characteristics; creativity; attitudes; experimental programs; acceleration; advanced placement; early admission; enrichment programs; grouping (instructional purposes)

An overview of educational and psychological literature concerning the gifted is presented in 55 papers with editorial comments. The historical development of the study of the gifted and cultural attitudes are first considered. Discussions of the effectiveness of various screening methods for identifying the gifted include evaluation of creative, social, and other nonintellectual factors; suggestions are given for providing an optimal environment. Theories are discussed about hereditary and environmental influences on mental ability with ideas for conserving and increasing our supply of superior mental talent. Writings on the characteristics of eminent scientists, unstable geniuses, superior college students, and younger gifted children are included in a consideration of the gifted individual's intellectual, social, and emotional characteristics. Special programs to help develop and encourage giftedness, such as acceleration, enrichment, and homogeneous grouping are described and evaluated; current issues and needed research are considered; and teacher qualities judged effective in aiding creative growth are discussed. (RM)

ABSTRACT 11048

EC 01 1048 ED N.A.
Publ. Date Sep 68 88p.
Pilch, Mary M.
Special Education for the Gifted through Television; Syllabus 1968-69, A Compendium of Information about a Special Educational Television Program Organized and Developed for Challenging the Productive-Divergent Thinking Potential of Gifted Students in Grades 5-6-7.
Educational Research and Development Council of Northeast Minnesota, Duluth
Office of Education (DHEW), Washington, D. C.
EDRS not available
OEG-3-7-7-03260-4955 P-OE-67-03260-1

Descriptors: exceptional child education; gifted; audiovisual instruction; television; teaching methods; televised instruction; educational television; television curriculum; creative thinking; inservice teacher education; films; productive thinking; population trends; educational needs; health needs; communications; transportation; instructional materials; art appreciation

The use of instructional television and the advantages of a series about man and his future developed for gifted students in grades 5, 6, and 7 are described; the differences between the three related areas, content, process, and inservice, are mentioned, and the dates, times, titles, and instructors of programs are given. A model for teaching productive-divergent thinking developed by Frank E. Williams lists 23 teaching strategies which are discussed. Synopsis of the 54 half-hour programs comprising the series, (18 programs in each of the three areas), are provided. Content and process areas designed for students are organized according to theme, film data, film concepts, vocabulary, provocative questions, concepts emphasized, and strategies demonstrated while an interpretation and discussion of strategies is given for the inservice shows. Programs cover the following topics: the need for space to control population explosion and to implement new communication systems, and the need for exploration of outer space and transportation problems, health needs, the problem of adequate education for a complex society, and the search for beauty. (RP)

ABSTRACT 11049

EC 01 1049 ED N.A.
Publ. Date Feb 66 202p.
Gallagher, James J., Ed.; Hunt, Jacob T., Ed.
Education of Exceptional Children.
American Educational Research Association, Washington, D. C., Joint Committee on the Education of Exceptional Children;
Council for Exceptional Children, Washington, D. C.
EDRS not available
American Educational Research Association, 1201 Sixteenth Street, N. W., Washington, D. C. 20036 ($3.00).
Review of Educational Research; V36 N1 Feb 1966

Descriptors: exceptional child research; administration; research reviews (publications); gifted; socially maladjusted; teacher education; identification; etiology; research needs; individual characteristics; mentally handicapped; speech handicapped; visually handicapped; learning disabilities; physically handicapped; special health problems; emotionally disturbed; aurally handicapped

Exceptional child research from 1962 to 1965 is reviewed. L.S. Blackman and P. Heintz survey studies in the area of the mentally retarded; J.J. Gallagher and W. Rogge in the area of the gifted; G.J. Canter and J.E. Trost, the speech handicapped; S.C. Ashcroft and R.K. Harley, the visually handicapped; B. Bateman, learning disorders; B. Barlow, the emotionally and socially handicapped. J.I. Hunt, crippling conditions and special health problems, and J. Rosenstein, the deaf and the hard of hearing. B. Blatt evaluates research on preparation of special education personnel. E.P. Willenberg reviews studies on organization, administration, and supervision of special education. Each area treated is subdivided, and each provides a bibliography. (JD)

ABSTRACT 11171

EC 01 1171 ED 003 828
Publ. Date 65 59p.
Rothney, John W. M.; Sanborn, Marshall P.
Verbal Skills of Superior Students.
Wisconsin University, Madison
Office of Education (DHEW), Washington, D. C.
EDRS mf,hc
CRP-S-036

Descriptors: exceptional child research; gifted; tests; cognitive processes; cognitive tests; logical thinking; recognition; recall (psychological); thought processes; high school students; grade 10; grade 12; verbal ability; verbal tests; high achievers; learning processes; testing; student improvement

The value of a new procedure for assessing verbal performances of superior high school students was studied. The instrument consisted of two parts. In part A, the student was given an analogy and asked to identify the most logical relationship between the two elements in it. He was then asked to write a description of the relationship identified. Part B required the student to construct an analogy statement comparable to the one given. Part A was designed to study the student's reasoning behind the analogy he produced in part B. It was hypothesized that items of this nature might help differentiate students capable of original performance from those who become skilled in recognition and recall tasks. Experimental analogies items were administered to 143 10th grade and 130 12th grade students (males and females). Mean scores of both sophomores and seniors were almost twice as high on analogy recognition as on production. Mean scores for boys and girls at both grade levels showed negligible differences. It was concluded that scores on both parts of the test were associated with grade in school which in turn is associated with age and experience. However, results in production indicated little improvement from the 10th to the 12th grades. (AL)

ABSTRACT 11282

EC 01 1282 ED 022 298
Publ. Date 59 187p.
Terman, Lewis M., Ed.
The Gifted Group at Mid-Life; Thirty-Five Years' Follow-Up of the Superior Child. Genetic Studies of Genius, Volume V.
EDRS not available
Stanford University Press, Stanford, California 94305 ($5.50).

Descriptors: exceptional child research;

gifted; family (sociological unit); behavior; health; personality; adjustment (to environment); intellectual development; occupations; educational background; recreation; social attitudes; political attitudes; demography; participant characteristics; personal interests; followup studies

The 35 years' followup of the Terman investigation on the gifted child is presented. In order to describe the gifted group at mid-life, a general information blank was mailed in 1950 (1,437 subjects) and in 1955 (1,424 subjects). The field study, completed in 1952, included personal interviews, the Concept Mastery Test, supplementary questionnaires of subject and spouse, and testing of offspring. Results for 97.5% of the subjects include the following: intelligence increased significantly from 1939 to 1952 (p less than .001); 85% of the group went to college and nearly 70% graduated; two-thirds of the men and three-fifths of the women did graduate work; on the Minnesota Occupational Scale, all subjects were in the first five of the seven groups and 86% were in the first two (professional and executive) and one-half of the women were housewives but many contributed to community and civic activities. The marriage rate and personal adjustment were average for the population. Other results are given for mortality, health, avocational interests, political and social attitudes, marriage, divorce, income, and offspring. Sixty-one tables are provided. The appendixes include the forms used and a 45-item bibliography. (SN)

ABSTRACT 11342

EC 01 1342 ED 003 343
Publ. Date Jul 65 139p.
Smith, Robert M.
The Relationship of Creativity to Social Class.
Pittsburgh University, Pennsylvania. School of Education
Office of Education (DHEW), Washington, D. C.
EDRS mf,hc
OEC-4-10-070 CRP-2250

Descriptors: exceptional child research; environmental influences; creativity; creative thinking; Caucasian students; creative activities; thought processes; socioeconomic influences; psychological evaluation; measurement instruments; Negro students; social class; grade 5; verbal ability

Environmental factors related to creative production were studied to obtain knowledge of the learning characteristics and educational performance of children from various socioeconomic levels. Children from the fifth grade were selected as subjects and included 395 Negro and 244 white children. Further division was based on four socioeconomic levels. A variety of measuring instruments was employed to gather the data and test the variables. Analyses were accomplished via covariance analysis (with correction for unequal, disproportionate means) and factor analysis. The findings indicated significant differences in creative thought favoring the higher socioeconomic child in most verbal areas. The lower socioeconomic child, however, performed better in the nonverbal areas. Further research was suggested to determine the specific environmental factors which influence performance in creative thought. (RS)

ABSTRACT 11367

EC 01 1367 ED N.A.
Publ. Date 66 330p.
Gallagher, James J.
Teaching the Gifted Child.
EDRS not available
Allyn and Bacon, Inc., 150 Tremont Street, Boston, Massachusetts 02111 ($7.95).

Descriptors: exceptional child education; gifted; curriculum; teaching methods; program planning; student characteristics; arithmetic; underachievers; sciences; social studies; creativity; personnel; administrative change; special programs; creative thinking; inquiry training; discovery learning

Addressed to the teacher, the text defines gifted children and their characteristics. Low producing gifted children are discussed, as are means of programing for them. Also treated are changing school programs, administrative changes, and personnel. Creativity is described and discovery and inquiry are examined as tools for teaching. Arithmetic, science, and social studies curricula and programs are surveyed. (JD)

ABSTRACT 11765

EC 01 1765 ED N.A.
Publ. Date Feb 63 16p.
Birch, Jack W.; Reynolds, Maynard C.
The Gifted, Chapter 6.
EDRS not available
Review of Educational Research; V33 N1 P83-98 Feb 1963

Descriptors: exceptional child research; gifted; research reviews (publications); identification; individual characteristics; achievement; curriculum development; social attitudes; acceleration; ability grouping; creativity; book reviews; research needs

Reviewed are studies on the gifted covering the 3-year period from December 1959 to 1962. Consideration is limited primarily to research and theory with selective emphasis on quantitative studies. Bibliographies are mentioned and research is covered for three major areas. Characteristics and identification of the gifted includes the topics of economics of talent, intellectual characteristics, personal and social characteristics, creativity and achievement, underachievement, and achievement motivation. Under curriculum development and adaptations, community and parental attitudes toward special education for the gifted, ability grouping, acceleration, and curriculum studies are discussed. In general developments, major books published since 1959 are listed and described and suggested. (JK)

ABSTRACT 11877

EC 01 1877 ED 028 546
Publ. Date 68 38p.
Keaster, Charles W.
The Mentally Gifted Minor Program; Report of a Study Made by the Division of Special Schools and Services.
California State Department of Education, Sacramento. Division of Special Schools and Services
EDRS mf,hc

Descriptors: exceptional child education; gifted; state programs; program costs; school district spending; state aid; educational objectives; identification; student costs, admission criteria; testing; counseling; services; professional services; instructional materials; educational equipment; teacher salaries; inservice teacher education; textbooks; student transportation; California

A description of programs for mentally gifted students covers types of programs, current status of the California program, and state apportionments for excess costs. Program characteristics listed are the objectives of three school districts, information program on program costs, school district participation, and district participation in a special study. Findings and recommendations are discussed in terms of school district Form J22 MG reports, criteria for determining excess expense, expenses and subsidiary accounts, pupil identification, judgment and test scores as criteria for placement, identification cost reimbursements, individual counseling with pupils and parents, special consultant services, special instructional materials, equipment items, special instructional services, teacher salaries, operating costs, and considerations of current funding, incidence in districts, and summer school programs. Six tables present data. (RP)

ABSTRACT 11878

EC 01 1878 ED 028 547
Publ. Date Jun 68 226p.
Rothney, John W. M.; Sanborn, Marshall P.
Promising Practices in the Education of Superior Students: A Demonstration Program.
Wisconsin University, Madison
Office of Education (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child research; gifted; demonstration projects; educational programs; inservice education; student evaluation; counseling; workshops; enrichment programs; work experience programs; independent study; early admission; student seminars; advanced placement; correspondence courses; summer programs; school programs; individualized programs; records (forms); staff role

A three-pronged demonstration project carried on over a 4-year period in the area of education of the gifted is reported. The first phase described involves selected students from 75 secondary schools who began in ninth grade to visit the university laboratory 1 day each year

for evaluation, counseling, and the chance to attend classes; also described is the role of the laboratory staff who visited the schools, conferred with parents, and counseled students. An attempt to acquaint teachers, administrators, parents of gifted students, and lay citizens with procedures for discovering superior students and making special provisions for their education is the second phase which is considered in terms of its implementation through publications, 300 training sessions for secondary school faculties, 16 workshops for key school personnel, and special appearances at professional conferences. Results of the third phase are reported of a survey questionnaire sent to all Wisconsin secondary schools to determine the extent to which 18 specified types of superior student activities had been implemented which indicated that both individual and group programs were more often accomplished in larger schools than in smaller ones and that there was more willingness to try procedures involving adding to the regular program than deleting from it. (RJ)

ABSTRACT 11879

EC 01 1879 ED 028 548
Publ. Date 67 149p.
Plowman, Paul D., Comp.; Rice, Joseph P., Comp.
California Project Talent.
California State Department of Education, Sacramento
EDRS mf,hc

Descriptors: exceptional child education; gifted; state programs; program descriptions; educational needs; talent development; educational innovation; program evaluation; technological advancement; educational objectives; summer programs; counseling instructional programs; special classes; administration; community resources; audiovisual aids; acceleration; man machine systems; California; Project Talent

A compilation of presentations on programs for the gifted includes the following: increasing opportunities for education, notes on Project Talent, talent development and national goals, talent identification in California, problems and recommendations in the area of the talented, innovations in talent development, issues and problems in modern education, influencing educational change, the California state organization for programs for the gifted, the development of Project Talent, a summer school program for the gifted in elementary schools, a counseling instructional program for the gifted, and special classes for the gifted. Also discussed are technology and program development, utilization of community resources, Project Discovery, Project Prometheus, an accelerated primary program, student response systems, and the design of an automated counseling system. (RP)

ABSTRACT 11954

EC 01 1954 ED N.A.
Publ. Date Jan 66 514p.
French, Joseph L.
Educating the Gifted; A Book of Readings.
EDRS not available
Holt, Rhinehart and Winston, Inc., 383 Madison Avenue, New York, New York 10017.

Descriptors: exceptional child education; gifted; identification; Negroes; academic achievement; ability grouping; enrichment programs; underachievers; counseling; creativity; acceleration; longitudinal studies; individual characteristics; age groups; educational programs; early admission; advanced placement; research reviews (publications); adjustment (to environment)

Articles, primarily from journals, consider programs and problems in educating the gifted. Included are four papers each on giftedness, conditions productive of academic talent, underachievement, and guidance. Eight articles define identifying characteristics, 13 describe school provisions, and three each discuss creativity and the state of research. (JD)

ABSTRACT 12003

EC 01 2003 ED 030 989
Publ. Date Jun 62 36p.
Early Identification of the Gifted Through Interage Grouping.
Plainedge Public Schools, New York
New York State Education Department, Albany
EDRS mf,hc

Descriptors: exceptional child research; gifted; grouping (instructional purposes); program evaluation; multigraded classes; elementary school students; age differences; adjustment (to environment); parent attitudes; student evaluation; experimental programs; grade 1; academic achievement; administration; identification; testing; social adjustment

To determine the advantages of interage grouping, 18 first graders (mean IQ 118.65) were assigned to two interage classes containing first, second, and third graders; 19 first graders (mean IQ 119.60) were assigned to two straight first grade classes. All children selected had been recommended by their kindergarten teachers as their brightest students. Both groups were given the Metropolitan Achievement Test, Primary I Battery in the fall and Primary II Battery in the spring. Students in the interage condition performed at a higher level on all achievement scales; group means were significant on word discrimination and arithmetic (p less than .01). Students selected as evidencing initial adjustment problems showed greater gains than their controls on all four scales. However, they achieved significantly lower scores on the California Test of Personality. The parents of children in both conditions responded favorably to questions concerning their children's reactions to school, their adjustment in and out of school, and their interest in reading. The parents of children in the interage program provided significantly higher ratings on the richness and variety of classroom experiences and the motivations provided to challenge the child to make use of his talents. The California Test of Personality revealed no significant differences in social adjustment of interage as opposed to straight grade classes. (Author/BB)

ABSTRACT 12019

EC 01 2019 ED N.A.
Publ. Date Feb 68 5p.
Krippner, Stanley
Etiological Factors in Reading Disability of the Academically Talented in Comparison to Pupils of Average and Slow-Learning Ability.
Maimonides Medical Center, Brooklyn, New York
EDRS not available
Journal of Educational Research, V61 N6 P275-9 Feb 1968

Descriptors: exceptional child research; gifted; slow learners; learning disabilities; dyslexia; emotional problems; etiology; average students; clinical diagnosis; intelligence differences

A study of the causes of reading disability compared 26 highly intelligent students (IQ's 113 to 128) with 146 subjects of average IQ (IQ's 88 to 112) and 34 subjects of low intelligence (IQ's 70 to 87). All were between 7 and 16 years of age and had a reading disability of at least 1 year as computed by the Bond-Tinker formula, which subtracts observed reading ability from expected reading grade. When the etiological causes of the subjects' reading difficulties were determined by a battery of diagnostic tests, they were divided into organic and functional categories. Organic factors included impaired vision or hearing acuity, poor visual or auditory skills, speech defect, brain injury, disturbed neurological organization, directionality confusion, and endocrinal malfunctioning. Functional factors were social immaturity, neurotic, psychotic, and sociopathic tendencies, unfavorable educational experiences, and cultural deprivation. The high intelligence group's disabilities were significantly more often functional and less organic than those of the other two groups (p equals .05). (BB)

ABSTRACT 20002

EC 02 0002 ED 020 590
Publ. Date 66 144p.
Gallagher, James J. and Others
Educational Problems and Planning for Gifted Students--Selected Papers from Graduate Leadership Training Program on the Gifted.
Illinois University, Urbana, Institute for Research On Exceptional Children;
Illinois Department of Program Planning for the Gifted, Urbana
EDRS mf,hc

Descriptors: exceptional child research; gifted; disadvantaged youth; leadership training; graduate study; sex differences; racial differences; intelligence differences; social mobility; social structure; honors curriculum; elementary school students; academic achievement; personality; self concept; language development; verbal ability; identification; summer workshops; social studies; curriculum development; values; sociometric techniques; research projects; logical thinking; Institute for Research on Exceptional Children

Seven articles from the Institute for Research on Exceptional Children consider the gifted child. The first article, Leadership Training for the Gifted--A Graduate Program, is by J.J. Gallagher, director of the program. Six research and development papers by graduate students follow: The Variables of Race, Sex and Intelligence Related to Social Choices of Disadvantaged, Gifted Children by V. Godman; Honors Program Students--Their Academic Attainments, Personality Traits and Self Concepts by W.D. Simmons; An Analysis of the Verbal Definitions of Elementary School Children--A Pilot Study by M. Weiser; Evaluation of a Summer Workshop on Gifted Children by F. Shaffer; Developing a Social Studies Curriculum for Teaching Values in the Elementary School by M. Schevers; and The Development of a Program of Sentential Logic for Gifted Students by K.A. Retzer. The student papers all provide figures, tables, and reference lists. (JD)

ABSTRACT 20022

EC 02 0022 ED 011 979
Publ. Date 64 183p.
Drews, Elizabeth M.
A Study of Non-Intellectual Factors in Superior (Average and Slow) High School Students. The Creative Intellectual Style in Gifted Adolescents. Motivation to Learning--Attitudes, Interests and Values.
Michigan State University, East Lansing
Office of Education (DHEW), Washington, D. C., Bureau of Research
EDRS mf,hc
OEC-SAE-9101
BR-5-0460

Descriptors: exceptional child research; personality; gifted; individual differences; student attitudes; student interests; personal values; high school students; environment; student characteristics; slow learners; East Lansing

A final report was given of a three-part study that was made to determine differences in the attitudes, interests, and values of gifted high school students in relation to their total environment. A research design was developed to delineate the characteristics of these gifted students, especially those characteristics which differentiate the three profile types of creative intellectual, studious, and social leaders. Superior students from the 10th, 11th, and 12th grades were assigned to one of the three profile groups on the basis of self-classification. Comparative analysis was performed throughout the study by drawing a contrast between two 11th grade groups, one average in ability and the other superior. Formal and informal measures were used to acquire the results. It was concluded that the creative intellectuals showed strong, self-directed interest in learning and a great willingness to deal with both the subjective data of the self and the objective data of the larger world. The studious, while also showing a concern for ideas and a desire to learn, mainly confined their efforts to completing teacher-directed assignments. The social leaders preferred to make their impact felt on people rather than in the realm of ideas. It was felt, that on the basis of these findings, new guidelines for educational strategies should be developed to take into account differences among the gifted. A related report is ED 003 182. (GD)

ABSTRACT 20030

EC 02 0030 ED 027 651
Publ. Date Oct 67 63p.
Jackson, David M.; Rogge, William M.
Demonstration Center--Part One, Secondary School Programs for Gifted Students in English, Social Science, Mathematics and Science (The Demonstration Project for Gifted Children).
Illinois University, Urbana
Office of Education (DHEW), Washington, D. C., Bureau of Research
EDRS mf,hc
OEC-3-10-101 P-D-076
BR-5-0656

Descriptors: exceptional child research; gifted; state programs; demonstrations (educational); inservice teacher education; professional training; demonstration centers; teaching methods; instructional materials; summer institutes; administration; state federal support; administrative personnel; school visitation; social studies; mathematics; program evaluation; information dissemination; English; sciences

A study of demonstration as a technique in disseminating new materials and methods for educating gifted youth, the project was begun in April of 1963 and terminated December 31, 1966. Demonstration centers were established in nine Illinois school districts: seven in mathematics, five in social studies, three in English, and two in science. The gifted children participating in these demonstrations during the 1966-67 academic year totaled an estimated 22,810. Through 1967, an estimated 10,300 teachers had visited the 23 demonstration centers established in 1964-65. As the project evolved, a demonstration director was employed, and the coordinator acted as a liaison between the state and federal projects. Two hundred forty prospective demonstration teachers were given special summer training; and followup services for teachers, including inservice training, were intensified. Administrators were given instruction in conducting inservice programs. While many Illinois teachers were aware that the demonstrations existed, knowledge of their purpose and significant components was not evidenced although legitimacy of the methods and curriculum was often confirmed by visitors interviewing students in the program. (BB)

ABSTRACT 20031

EC 02 0031 ED 027 652
Publ. Date 65 353p.
Torrance, E. Paul
Rewarding Creative Behavior; Experiments in Classroom Creativity.
Minnesota University, Minneapolis, College of Education
Office of Education (DHEW), Washington, D. C., Cooperative Research Branch
EDRS not available
CRP-725
Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632 ($7.95).

Descriptors: exceptional child research, creativity; teaching methods; evaluation; reinforcement; tests; teacher attitudes; research reviews (publications); thought processes; sex differences; rewards; peer relationship; self concept; cultural differences; case studies (education); measurement techniques; effective teaching; originality; educational methods; experimental programs

The need for rewarding creative thinking is asserted; a plan is proposed for studying evaluation and creative behavior; and measurement of creative behavior is discussed. Three groups of studies are presented. The first set considers the ways the intermediate environment rewards creative behavior; aspects treated include applying principles for rewarding creative thinking, creative and critical evaluative attitudes of teachers, creative activities as rewards for creative thinking, and differential rewards for boys and girls. The second set investigates the following issues about the evaluative behavior of the classroom teacher: competition as external evaluation; unevaluated practice and creative behavior; critical and creative peer-evaluated practice; evaluative discussions about creative productions; peer pressures in homogeneous and heterogeneous groups, positive, negative, and trouble-shooting evaluation; and cultural differences in evaluating creative characteristics. The final study concerns helping children value their ideas. Practical applications of the studies are presented; appendixes are provided on the instruments used in the described studies and on developing creative thinking through language arts. (JD)

ABSTRACT 20070

EC 02 0070 ED N.A.
Publ. Date Feb 67 10p.
Ringness, Thomas A.
Identification Patterns, Motivation, and School Achievement of Bright Junior High School Boys.
EDRS not available
Journal of Educational Psychology; V58 N2 P93-102 Feb 1967

Descriptors: exceptional child research; identification (psychological); motivation; values; junior high school students; low achievers; high achievers; success factors; peer acceptance; peer groups; conformity; parent child relationship; social adjustment; gifted; student attitudes

Interview and card sort data were obtained on 261 high-, average-, and low-achieving bright 8th-grade boys in an attempt to confirm or refute earlier findings concerning identification patterns, motivation, and values. Confirmation was generally found, the main exception being that in the present study most subjects identified with fathers whereas in the previous study high achievers were most likely to do so. Socioeconomic sta-

tus bias may have influenced earlier data. Low achievers were found more motivated academically. Low achievers were more noncomforming, whereas high achievers were more independent. School was seen by most subjects as demanding conformity, and subjects accepted this role model. Scholarship was shown to have little relationship to peer popularity, and the perceived norm for school achievement was that of mediocrity. (Author)

ABSTRACT 20083

EC 02 0083 ED N.A.
Publ. Date Sep 69 6p.
Gardner, Thomas D.; Barnard, James W.

Intelligence and the Factorial Structure of Person Perception.
EDRS not available
American Journal of Mental Deficiency; V74 N2 P212-7 Sept 1969

Descriptors: exceptional child research; intelligence; perception; individual characteristics; cognitive ability; gifted; average students; mentally handicapped; intelligence differences

To investigate the relationship between intelligence and the factorial structure of person perception, 10 retardates of secondary school age, 10 sixth-graders of average intelligence, and 10 gifted fourth-graders were asked to rate a series of 34 pictures from the Frois-Wittman series on 15 adjectival scales, each being bipolar and representing a different affect. The groups were significantly different (p less than .05) on four analyses of the principal-axis factor analysis and Procrustes rotation: total variance accounted for by the factor analysis, size of the first factor, hyperplane count, and congruence between the obtained principal-axis solution and a target matrix. It was concluded that intelligence is a determinant of person perception. (Author/WW)

ABSTRACT 20164

EC 02 0164 ED 031 832
Publ. Date 69 142p.
Wallach, Michael A.; Wing, Cliff W., Jr.
The Talented Student; A Validation of the Creativity-Intelligence Distinction.

EDRS not available
Holt, Rinehart and Winston, Inc., 383 Madison Avenue, New York, New York 10017 ($3.95).

Descriptors: exceptional child research; gifted; creativity; intelligence; identification; cocurricular activities; academic achievement; college students; originality; talent identification; productive thinking; individual characteristics; cognitive processes; prediction; college admission

To investigate intelligence level, academic achievement, nonacademic achievement, ideational productivity, and the uniqueness of the ideas produced, a sample of 503 incoming freshman university students was recruited. Intelligence was measured by using students' Scholastic Aptitude Test scores; verbal and visual stimuli were used to elicit ideas. Correlations between intelligence and the number and uniqueness of ideas were low while high productivity and high uniqueness scores tended to go together. Students were divided into groups of high and low intelligence, high and low ideational productivity, and high and low ideational uniqueness. Intelligence was found to exert no effect on the generality of nonacademic accomplishments; however, the number of ideas typically produced by the student and the uniqueness of the ideas had a significant impact on nonacademic accomplishments (p less than .001 for the total group). Implications were that students who will succeed at creative writing, science, painting, or some other endeavor cannot be predicted by grades or test scores alone. Nonacademic accomplishments should be examined and credited when searching for talented students. (RJ)

ABSTRACT 20167

EC 02 0167 ED 031 835
Publ. Date Mar 68 22p.
McFee, June King
Creative Problem Solving Abilities in Art of Academically Superior Adolescents.
National Art Education Association, (NEA), Washington, D. C.;
Stanford University, California, School of Education;
Palo Alto Public Schools, California
Ford Foundation, New York, New York
EDRS mf
National Art Education Association, 1201 16th Street, N. W., Washington, D. C. 20036 (HC $0.60).

Descriptors: exceptional child research; art; gifted; creativity; curriculum; art education; problem solving; design; student evaluation; creative art; testing; student attitudes; thought processes; self concept

To investigate the relationship of a creativity-oriented design curriculum to the creative development of gifted adolescents, an activities guide was developed and used with 27 pupils placed in a special art class which met for one period daily. Creativity tests were given and evaluations of art products were made before and after six months of the program for the experimental group and the 32 controls; although these frequently called for subjective judgements, criteria for rating were established. Students in the experimental group generally performed significantly better in tests of fluency, adaptive flexibility, and originality requiring divergent production, but not in convergent production or in rate of emission of familiar congitive responses. Attitudes toward creativity changed in a positive direction, and experimental students indicated less fear of failure and more self confidence. Conclusions were that designing may be a more complex process than had been assumed and that an art program focusing on problem solving and creative behavior has important functions in the education of the gifted. (RJ)

ABSTRACT 20466

EC 02 0466 ED N.A.
Publ. Date Feb 67 7p.
Gallagher, James J.; Jenne, William C.
The Relationship of Cognitive Style to Classroom Expressiveness and Associated Variables.
EDRS not available
Journal of Educational Research, V60 N6 P273-9 Feb 1967

Descriptors: exceptional child research; gifted; cognitive processes; divergent thinking; intelligence quotient; sex differences; student attitudes; parent attitudes; student evaluation; creative ability

Three different cognitive style groups (High IQ-High Divergent, High IQ-Low Divergent and Low IQ-High Divergent) of academically talented junior and senior high school students were compared on classroom expressiveness, teacher ratings and parental child-rearing practices. Sixty-eight subjects were chosen to parallel the cognitive style subgroups in the Getzels and Jackson and Torrance research. The three groups were compared on classroom expressiveness through analysis of tapescripts of class sessions by using a classification system developed to analyze productive thinking in the classroom. The High IQ-High Divergent girls were found to be significantly more expressive than the other two style groups in the classroom analysis and on teacher ratings of cognitive ability. No differences in classroom expressiveness were noted in the boys. The major finding was that the patterns obtained by the girls were quite different from the boys which suggests that future investigators should be wary when combining these groups in their findings. Five tables of data were presented and a reference list of 14 items is included. (SP)

ABSTRACT 20614

EC 02 0614 ED N.A.
Publ. Date 65 472p.
Gold, Milton J.
Education of the Intellectually Gifted. Charles E. Merrill International Education Series.
EDRS not available
Charles E. Merrill Books, Inc., 1300 Alum Creek Drive, Columbus, Ohio 43216.

Descriptors: exceptional child education; gifted; creativity; ability identification; program planning; cognitive processes; language arts; social studies; science instruction; mathematics instruction; fine arts; ability grouping; acceleration; guidance; motivation; underachievers; teacher role; research needs; individual characteristics

Diverse research materials were used to support concepts in the identification and nurturing of gifted children in schools. Giftedness is viewed in terms of heredity and environment with added attention to characteristics, creativity and the capacities for testing and identifying these ascribed attributes. Focus is then turned to program planning, program patterns, and the teaching of thinking, language arts, social studies, science, mathematics and fine arts for exceptionally intelligent stu-

dents from elementary through secondary level. Special emphasis is given to the types and duties of personnel, especially those in guidance, who are needed for the maximum development of gifted students. Problems that could occur in dealing with achieving and underachieving gifted pupils, such as ability grouping, acceleration, and motivation, are extensively discussed. A reference list cites 468 items. (JP)

ABSTRACT 20835

EC 02 0835 ED 032 702
Publ. Date Jun 69 21p.
Youngs, Richard C.; Jones, William W.
The Appropriateness of Inquiry Development Materials for Gifted Seventh Grade Children. Final Report.
Illinois State University, Normal. Metcalf Laboratory School
Illinois State University, Normal. University Research Committee;
Illinois Office of the Superintendent of Public Instruction, Columbus. Department of Program Development
EDRS mf,hc

Descriptors: exceptional child research; gifted; teaching methods; inquiry training; instructional materials; sciences; academic achievement; critical thinking; questioning techniques; teacher behavior

To test the efficacy of inquiry development materials with the gifted, six 7th-graders with IQ's in the top 3% participated in an inquiry science class with specially selected materials twice a week for 40 minutes over 6 months; six children with like IQ's worked on science activities in another room. Pre- and post-tests in critical thinking and science achievement were administered; in addition, measures of inquiry and analyses of student questions and teacher interaction were made. Results indicated that the students in the inquiry class asked significantly more questions relating to experimentation and that the teacher, while in the inquiry class, was significantly more likely to clarify pupil questions and to respond to pupils seeking data than he was with the conventional class, to whom he provided data. Other results were nonsignificant, thus failing to provide evidence for noticeable improvement in the area of inquiry. (JD)

ABSTRACT 21026

EC 02 1026 ED N.A.
Publ. Date 64 160p.
Drews, Elizabeth Monroe
The Creative Intellectual Style in Gifted Adolescents; Motivation to Learn: Attitudes, Interests and Values.
Michigan State University, East Lansing. Cooperative Research Program
Office of Education (DHEW), Washington, D. C.
EDRS not available
OEC-SAE-9101-5-0460-2-1
2-1
Michigan State University Press, Box 550, East Lansing, Michigan 48824.

Descriptors: exceptional child research; gifted; student attitudes; student interests; individual differences; personal values; creative ability; social values; student leadership; ability identification; academic achievement; creativity; individual characteristics

To determine differences in the attitudes, interests, and values of gifted high school students in relation to their total environment and to delineate the characteristics of these gifted students, especially those characteristics which differentiate the three profile types of creative intellectual, studious, and social leaders, superior students from the tenth, eleventh, and twelfth grades were assigned to one of the three profile groups on the basis of self-classification. Comparative analysis was performed throughout the study by drawing a contrast between two eleventh grade groups, one average in ability and the other superior. It was concluded that the creative intellectuals showed strong, self-directed interest in learning and a great willingness to deal with both the subjective data of the self and the objective data of the larger world. The studious, while also showing a concern for ideas and a desire to learn, mainly confined their efforts to completing teacher-directed assignments. The social leaders preferred to make their impact felt on people rather than in the realm of ideas. It was felt, that on the basis of these findings, new guidelines for educational strategies should be developed to take into account differences among the gifted. Extensive tables present results. (Author/GD)

ABSTRACT 21285

EC 02 1285 ED N.A.
Publ. Date Dec 65 214p.
Birch, Jack W. and Others
A Field Demonstration of the Effectiveness and Feasibility of Early Admission to School for the Mentally Advanced Children.
Pittsburgh University, Pennsylvania. School of Education
Office of Education, Washington, D. C.
EDRS mf,hc
OEC-2-10-074 CRP-D-010

Descriptors: exceptional child research; gifted; demonstration programs; early admission; early childhood education; kindergarten; academic achievement; social adjustment; personal adjustment

A 4-year study demonstrated the feasibility and effectiveness of early admission to school for mentally advanced children. Approximately 800 children were screened to locate the 36 children who entered kindergarten before the usual time. Criteria for early admission included an IQ of 130 or higher, social maturity at least 1 year advanced, absence of health problems, satisfactory emotional development, approval by kindergarten teachers after observation of a kindergarten visit, and parental approval. Data were collected on the attitudes, costs, and modifications required in activities of professional staff, and on the achievement of pupils. Children admitted early to school on the bases of mental, physical, social, and emotional readiness did as well in academic work as their older classmates of like ability in kindergarten and first and second grades. On sociometric measures there was no evident difference between early admitted children and others. The process of demonstration was analyzed in terms of innovation and change. Information about the demonstration was disseminated widely through public information media. (JM)

ABSTRACT 21509

EC 02 1509 ED 030 672
Publ. Date Apr 69 87p.
Fenton, Edwin and Others
A High School Social Studies Curriculum for Able Students: An Audio-Visual Component to a High School Social Studies Curriculum for Able Students. Final Report.
Carnegie-Mellon University, Pittsbutgh, Pennsylvania. Social Studies Curriculum Center
Office of Education (DHEW), Washington, D. C., Bureau of Research
EDRS mf,hc
OEC-3-10-103, OEC-6-10-130
BR-5-0560, BR-5-0655

Descriptors: exceptional child education; gifted; audiovisual aids; curriculum design; curriculum development; curriculum evaluation; curriculum planning; curriculum problems; economics; history; humanities; instructional aids; political science; secondary education; sequential programs; social studies; social studies units

A project to develop a sequential and cumulative social studies curriculum for able students in grades 9-12 was carried out by Carnegie-Mellon University in partnership with the Pittsburgh Public Schools. The general goal of the curriculum was to help each student develop to the limit of his ability into an independent thinker and an informed, responsible citizen and was divided into four subgroups: attitudes, values, inquiry skills, and knowledge. The courses prepared were comparative political economic systems (9th grade), the shaping of western society and studies of the non-western world (10th grade), the american experience (11th grade), and an introduction to the behavioral sciences and the humanities in three cities: Ancient Athens, Renaissance Florence, and Modern New York (12th grade). A book of readings, an audiovisual kit, a teacher's manual, and an examination program were developed for each course. Two books and 12 films were completed to explain to teachers the curriculum and methods of using it. The results from testing the curriculum in the Pittsburgh Public Schools indicated that students in experimental-curriculum classes made significantly greater gains than did those in control classes. (LH)

ABSTRACT 21665

EC 02 1665 ED 022 420
Publ. Date May 68 155p.
Simmons, Wilbur D.
Superior Women College Students; A Study of Their Self Concepts and Academic Motivation. Final Report.
Illinois University, Urbana
Office of Education (DHEW), Washing-

ton, D. C., Bureau of Research
EDRS mf,hc
OEC-3-7-068362-0264
BR-6-8362

Descriptors: academic ability; academic achievement; academic aspiration; average students; college environment; educational environment; educational objectives; females; high achievers; liberal arts majors; motivation; self concept; social environment; student attitudes; student college relationship; student teacher relationship; superior students; teacher education

To identify the traits that distinguish academically successful college women from those of average attainment, researchers measured the scores and scales recorded by 286 women in the Colleges of Agriculture, Education, and Liberal Arts and Sciences at the University of Illinois, Urbana. The components measured were: grade point average (GPA), achievement level, self concept, environment, motivation, attitude, and faculty-student relations. Data were computer analyzed. High achievers (those having a GPA of 4.0 or higher; 5.0 equals A) were found to be self confident, independent, purposive, had rapport with faculty, and seemed to possess broad socio-cultural awareness. The average group (those having a GPA of 3.3 through 3.8) focused mainly on the social dimensions and pleasures found in the non-intellectual aspects of university life. Environmental factors appear to have the greatest influence on academic achievement. If the college climate is viewed as intellectually stimulating and congruent with personal goals, then it is more likely that effort will be expended to achieve academic success. To create a more supportive academic environment, the university needs to have more background information on its students than it now does. (Author/JS)

ABSTRACT 21674

EC 02 1674 ED 021 257
Publ. Date Dec 67 56p.
Welsh, George S.
Relationships of Intelligence Test Scores to Measures of Anxiety, Impulsiveness, and Verbal Interests in Gifted Adolescents. Final Report.
North Carolina University, Chapel Hill
Office of Education (DHEW), Washington, D. C., Bureau of Research
EDRS mf,hc
OEG-1-7-0009-3471
BR-7-C-009

Descriptors: exceptional child research; anxiety; correlation; gifted; group intelligence testing; individual characteristics; intelligence tests; personality; self concept; self control; verbal ability; vocabulary

The degree to which potentially useful group intelligence tests were affected by personality characteristics such as anxiety, impulsiveness or caution, and verbal interests was investigated by a battery of intelligence, interest, and personality tests administered to 1,163 gifted adolescents in special summer programs. Intelligence was measured by the D-48 (non-verbal) and the Terman Concept Mastery Test (CMT-Verbal), anxiety by the Minnesota Multiphasic Personality Inventory (MMPI) A-scale, impulsivity by the MMPI Pd- and MA-scales, verbal interest by the Strong Vocational Interest Blank (SVIB) Lawyer and Author-Journalist (men's) scales, self-concept by Gough's Adjective Check List, and carelessness by errors on easy intelligence items. Significant negative correlations were found between anxiety and intelligence, impulsivity and intelligence, and carelessness and intelligence. Positive correlations were found between verbal interest and verbal intelligence, non-verbal and verbal intelligence, and counseling readiness and intelligence. Wider use and revision of the D-48, restricted use of the CMT, part and total score-reporting of the CMT, and additional correlational analyses between the MMPI scales and Adjective Check List, and between the SVIB scales and the two intelligence tests are recommended. (WR)

ABSTRACT 21688

EC 02 1688 ED N.A.
Publ. Date Feb 68 91p.
Oden, Melita H.
The Fulfillment of Promise: 40-Year Follow-Up of the Terman Gifted Group.
Stanford University, California, Department of Psychology
EDRS not available
Genetic Psychology Monographs; V77 First Half P3-93 Feb 1968

Descriptors: exceptional child research; gifted; achievement; personal adjustment; individual characteristics; followup studies; success factors; adult characteristics; psychological characteristics; political attitudes; social values; social characteristics; personality; professional recognition; educational background; family background

As followup, a seventh survey was done in 1960-61 of the 1538 subjects studied by Terman in 1921-22 (857 boys and 671 girls, aged 3 to 19, all scoring in top 1% on intelligence tests). Data were obtained by mail questionnaire for 87% of the 1398 subjects still living (median age 49). Conclusions were as follow: the subjects had become gifted adults, maintained intellectual ability, had lower mortality rates, and good physical and mental health, manifested minimal crime, ranked high in educational and vocational achievements, were active in community affairs, and held moderate political and social views. Two-thirds felt they had lived up to their intellectual ability. To assess correlates of vocational achievement, the 100 most and 100 least successful men were compared. Results indicated that the most successful men came from families having higher socioeconomic status and giving more encouragement to succeed; ranked higher as adolescents in volitional, intellectual, moral, and social traits; and had more self confidence, perserverance, and integration toward goals. In addition, although scholastic achievement had been similar in grade school, half as many of the least successful men had graduated from college; they were also more prone to emotional and social difficulties. (DS

ABSTRACT 21746

EC 02 1746 ED 035 125
Publ. Date (68) 85p.
Vassar, William G., Ed.; Renzulli, Joseph S., Ed.
The Gifted Child in Connecticut; Practical Suggestions for Program Development.
Connecticut State Department of Education, Hartford, Bureau of Pupil Personnel and Special Educational Services
EDRS mf,hc

Descriptors: exceptional child education; gifted; educational programs; program planning; creativity; grouping (instructional purposes); identification; acceleration; state legislation; administrator role; program development; teacher role; Connecticut

Materials are presented to assist local school personnel in the adoption of successful programs and services for gifted and talented pupils. Articles offering solutions to problems in, or suggesting ideas and guidelines for, educational programing include the broadening concepts of giftedness, by E. Paul Torrance; justification for special programs, and initial practical requirements for developing local programs, both by Virgil S. Ward; homogeneous grouping, by Walter B. Barbe; a plan for identification, by John C. Gowan; acceleration, by Mary M. Pilch; and seven essentials of programs, by Joseph S. Renzulli. Other articles furnish lists of questions for staff evaluation of the gifted problem, outline the role of local administrators and of the state department of education, suggest criteria by which to guide programs, and list some of the current practices being followed in programing in the nation's secondary schools. How the teacher can further creativity is the subject of material adapted from E. Paul Torrance and from John C. Gowan and George D. Demos. Several school systems and special projects in Connecticut and Massachusetts are recommended for visitation, and guidelines for Connecticut administrators, based upon legislative enactments, are suggested. (WG)

ABSTRACT 21775

EC 02 1775 ED 035 154
Publ. Date Sep 69 75p.
McBride, Edd, Ed.
A Guide for the Education of Exceptionally Talented Students.
North Carolina State Department of Public Instruction, Raleigh
EDRS mf,hc

Descriptors: exceptional child education; gifted; state programs; administrator guides; program development; program planning; teacher selection; identification; class size; program evaluation; educational objectives; ability grouping; language arts; English; social studies; sciences; arithmetic; mathematics; music education; art; learning activities; North Carolina

Rules and regulations governing education of the gifted in North Carolina precede an outline of screening and identification procedures. The question of ability grouping is explored through a review of eight research studies and articles. Questions and answers are used to present information on the gifted to parents, and the selection of teachers, class size, and program evaluation are considered. Objectives taken from Bloom's Taxonomy of Educational Objectives are presented with an explanation. The development of programs in the following areas includes activities and ideas: language arts, English, social studies (elementary and secondary), science (elementary and secondary), arithmetic, mathematics, music, and art. Available mimeographed materials are listed. (RJ)

ABSTRACT 21796

EC 02 1796 ED N.A.
Publ. Date Mar 66 9p.
Nichols, Robert C.; Astin, Alexander W.

Progress of the Merit Scholar: An Eight-Year Follow-Up.
EDRS not available
Personnel and Guidance Journal; V44 N7 P673-81 Mar 1966

Descriptors: exceptional child research; gifted; followup studies; individual characteristics; degrees (titles); specialization; scholarships; career choice; achievement; demography; merit scholars

Merit scholars from 1956 through 1959 were followed up by questionnaires in 1964. Replies obtained from 3,031 scholars indicated that 95% of the males and 92% of the females held bachelor's degrees, and the 92% of the males and 81% of the females planned to complete graduate degrees. Further information derived described academic and vocational achievement, current activities, hobbies and interests, future plans, and demographic factors. Scholars generally fit into a pattern of intellectual aggressiveness, ambition, and striving. (JG)

ABSTRACT 21892

EC 02 1892 ED N.A.
Publ. Date Mar 66 6p.
Rothney, John W. M.; Sanborn, Marshall P.
Wisconsin's Research-Through-Service Program for Superior High School Students.
Wisconsin University, Madison, Research and Guidance Laboratory for Superior Students
EDRS not available
Personnel and Guidance Journal; V44 N7 P694-9 Mar 1966

Descriptors: exceptional child research; gifted; longitudinal studies; guidance counseling; research projects; participant characteristics; counseling services; Research and Guidance Laboratory for Superior Students (Wisconsin)

In 1966, the Research and Guidance Laboratory for Superior Students involved 2000 participants in a program of research through service. Faculties of 75 cooperating high schools used multiple criteria to select new 9th-grade participants. Selected students visited the Laboratory annually throughout high school for evaluation, testing, counseling, and visits to classes and professors in fields of their choice. After students entered the university, Laboratory staff members visited their schools to interview parents and meet with teachers. Laboratory activities generated research questions concerning identification, guidance, and educational and vocational development; further research and followup were planned. (Author/JG)

ABSTRACT 22102

EC 02 2102 ED 035 625
Publ. Date 69 117p.
Elliott, Virginia A., Ed.; Josephs, Lois S., Ed.
English for the Academically Talented Student in the Secondary School. 1969 Revision of the Report of the Committee on English Programs for High School Students of Superior Ability of the National Council of Teachers of English.
National Council of Teachers of English, Champaign, Illinois;
National Education Association, Washington, D.
EDRS mf
NCTE, 508 South Sixth Street, Champaign, Illinois 61820 (Stock Number 02801); NEA Publications-Sales Section, 1201 Sixteenth Street, N. W., Washington, D. C. 20036 (HC $1.50).

Descriptors: creative thinking; disadvantaged youth; educational trends; English instruction; English programs; high achievers; secondary education; student motivation; talented students; talent identification; teacher education; teaching methods; underachievers; gifted

Introducing the essays in this publication, Virginia A. Elliott and Lois S. Josephs review the problems of teaching English to the academically talented student. Essays are by Michael F. Shugrue, who surveys, from 1958 through 1968, the achievements of conferences, Curriculum Study Centers, and the Dartmouth Seminar; John Simmons, who discusses the necessity and difficulties of identifying talented students in English; Arno Jewett, who explores the problems of motivating bright underachievers; Lois S. Josephs, who delineates the need for sensitive, perceptive teaching of gifted disadvantaged students, and Fred H. Stocking, who recommends ungraded, elective courses to stimulate bright students. Papers are also presented by John A. Hart and Ann L. Hayes, who consider how a spirit of mutual inquiry, discussion, good student-teacher relationship, and creative writing can foster creative thought; Virginia A. Elliott, who analyzes the training and characteristics necessary to teach talented students; and Lois M. Gross, who reviews educational programs in the sixties for academically superior students. A selected bibliography is included. (JM)

ABSTRACT 22104

EC 02 2104 ED 035 524
Publ. Date 69 93p.
Reading for the Gifted: Guided Extension of Reading Skills Through Literature. Part V.
Los Angeles City Schools, California, Division of Instructional Planning and Services
EDRS mf,hc

Descriptors: ethical values; gifted; literature guides; moral values; reading instruction; reading materials; reading skills; teaching guides

Guidance is provided in this instructional bulletin for study by gifted pupils of a series of books related to the central theme, The Development of Strong Moral Character Through Overcoming Adversity. The books selected provide opportunities for the examination of moral and spiritual values. The instructional materials developed and books selected were done so specifically for use by gifted pupils at grades 3 and 4. Literary terms are defined, synopses of the selected books and instructional information for many are included, plus biographical information about most of the authors. References are given. (NH/Author)

ABSTRACT 22867

EC 02 2867 ED 040 519
Publ. Date 69 208p.
Bent, Leo G. and Others
Grouping of the Gifted: An Experimental Approach.
Bradley University, Peoria, Illinois
Illinois State Office of the Superintendent of Public Instruction, Springfield
EDRS mf,hc

Descriptors: exceptional child research; gifted; grouping (instructional purposes); student development; enrichment programs; enrichment activities; program descriptions; program evaluation; experimental programs

While in 3rd grade, 487 students were selected for placement in special classes for the gifted from grades 4 through 8. Teachers of the special classes were chosen by school administrators. Their teaching experience averaged 9 years, and eight held advanced degrees. Sixteen attended special summer programs on the gifted and were given inservice assistance. Results indicated that the program children equalled or surpassed the controls in academic achievement as measured by standardized tests despite the fact that their supplementary enriching activities reduced by about one half the time spent on regular classroom activities. Further results indicated skill in foreign language, research, and critical thinking as well as growth in social awareness and concern, leadership, creativity, interests, and self reliance in school activities. Approval of the program by both teachers and parents was noted. (Author/JD)

ABSTRACT 23086

EC 02 3086 ED N.A.
Publ. Date 66 572p.
Hildreth, Gertrude H.
Introduction to the Gifted.

EDRS not available
McGraw Hill Book Company, 330 West 42nd Street, New York, New York 10036 ($8.50).

Descriptors: exceptional child education; gifted; teaching methods; identification; student evaluation; acceleration; ability grouping; creativity; motivation techniques; guidance; teachers; check lists; college students; elementary school students; secondary school students; talented students; research projects

Designed as a textbook for courses in education, child psychology, exceptional children, and teacher education of the gifted, the book provides a survey of developments in the education of the gifted. Identification, appraisal, and educational methods from elementary school through college are treated. Consideration is given to ability grouping, acceleration, guidance, motivation, creativity, and teachers of the gifted. Pertinent research findings are reported. A checklist for gifted children (ages 10 and over) is included. (MS)

ABSTRACT 23182

EC 02 3182 ED N.A.
Publ. Date 61 96p.
Drews, Elizabeth M., Ed.
Guidance for the Academically Talented Student.
Carnegie Corporation, New York;
American Personnel and Guidance Association, Washington, D. C.;
National Education Association, Washington, D. C.
EDRS not available
National Education Association, 1201 Sixteenth Street Northwest, Washington, D. C. 20036 ($1.00).

Descriptors: exceptional child services; gifted; counseling goals; guidance; ability identification; high achievers; educational needs; counseling services; conference reports

Guidance for academically gifted students is discussed in a report of a conference on that topic. What to look for, procedures for identifying the academically talented (tests, observation, students' products, and cumulative record), when to identify and why are covered, in addition to the role of the counselor in the identification process. An examination of the nature and characteristics of the social and psychological factors which nourish or inhibit high achievement looks at society, the home, the school, culturally or economically deprived groups, gifted girls, psychological patterns, and problems of motivation in underachievement. The importance of guidance from the home, school, and counselor is stressed. A discussion of the educational provisions which promote the maximum development of gifted students considers personal and educational needs of the students, the educational program, and the responsibility of the guidance services. Attention is given to specific aspects of counseling: personnel, process (emphasis on social and emotional problems, vocational aspirations, and educational plans), and parental factors and home environment as they affect counseling. Responsibilities of the guidance counselor in research are summarized, and sources supporting generalizations about the academically talented are listed. (KW)

ABSTRACT 23186

EC 02 3186 ED 003 182
Publ. Date 65 402p.
Drews, Elizabeth M.
Being and Becoming: A Cosmic Approach to Counseling and Curriculum, Part 2: The Creative Intellectual Style in Gifted Adolescents.
Michigan State University, East Lansing
Office of Education (DHEW), Washington, D. C.
EDRS mf,hc
OEG-7-32-0410-140 NDEA-VIIA-647-NO-2

Descriptors: exceptional child research; personality; gifted; grade 9; creativity research; critical thinking; critical reading; growth patterns; changing attitudes; student attitudes; student interests; values; audiovisual aids; testing

A study was made to describe and to discover possible ways of influencing intellectual and personality development in ninth grade, gifted youth. The report, second in a three-part study, reviewed the results of an experimental program designed especially to produce changes in attitudes, interests, and values toward creative intellectual norms. The investigation centered on two distinctive patterns: the creative intellectual style and the feminine dimension. Formal and informal measures of creative intellectual attitudes were administered to both experimental and control groups. The experimental group was found to be higher than the control group at posttesting in originality, complexity, aestheticism, theoretical orientation, and philosophical contemplation. It was concluded that attitude change could be brought about through special efforts. (GD)

ABSTRACT 23187

EC 02 3187 ED 003 253
Publ. Date 65 215p.
Wallach, Michael A.; Kogan, Nathan
Cognitive Originality, Physiognomic Sensitivity, and Defensiveness in Children. Final Report.
Duke University, Durham, North Carolina
Office of Education (DHEW), Washington, D. C.
EDRS mf,hc
CRP-1316-B

Descriptors: exceptional child research; creativity; cognitive processes; test construction; observation; personality; cognitive ability; originality; creativity research; sex differences; intelligence level; psychological characteristics; individual differences

An examination was conducted to determine if a child's ability to create (cognitive originality) is independently associated with his general level of intelligence, and if so, to study psychological correlates that distinguish individual differences on the creativity and intelligence dimensions when considered jointly. Instruments, covering both verbal and visual formats, were developed and administered to over 150 fifth grade children in a gamelike context without time pressure. These required the children to generate various kinds of associates with given task requirements. Each child determined uses for particular objects, ways in which particular objects were similar, and things that particular patterns represented to them. Intelligence information was obtained through the use of a standard test battery. Correlations between the creativity and intelligence measures were found to be extremely low. The subjects were then isolated by sex into one of four groups: high creativity, high intelligence; high creativity, low intelligence; low creativity, high intelligence; and low creativity, low intelligence. Differences among these groups were studied in four areas of cognitive functioning: behavior as observed in school and play settings; activities in categorizing and conceptualizing; sensitivity to psychiognomic properties of environment; and personality dispositions, indicated through self description and through fantasy. Abundant and unique associations were found to exist. The research indicated the importance of jointly studying variations in creativity and general intelligence, if understanding of creativity is to be furthered. (JH)

ABSTRACT 23227

EC 02 3227 ED N.A.
Publ. Date 64 511p.
Gowan, John Curtis; Demos, George D.
The Education and Guidance of the Ablest.
EDRS not available
Charles C Thomas, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($14.50).

Descriptors: exceptional child education; gifted; educational objectives; educational administration; creativity; curriculum; academic achievement; exceptional child research; student characteristics; intelligence

The text reviews research and development in the field of education for the academically gifted. Both early development and present status are chronicled, covering the general areas of history, philosophy, objectives, characteristics, curriculum, guidance, administration, and research. Practical programs are also discussed, with practical suggestions for teachers relating theory to practice. An extensive bibliography is included. (KW)

ABSTRACT 23238

EC 02 3238 ED N.A.
Publ. Date 60 224p.
Bish, Charles E.
Administration: Procedures and School Practices for the Academically Talented Student in the Secondary School.
National Education Association, Washington, D. C., National Association of Secondary School Principals
EDRS not available
National Education Association, 1201 Sixteenth Street, N.W., Washington, D. C. 20036 ($1.25).

Descriptors: exceptional child education; secondary school students; talented students; administrator guides; administrative principles; program administration; program planning; identification; arceleration; grouping (instructional purposes); enrichment; counseling; guidance

Administrative procedures for implementing and maintaining an educational program for academically talented youth are discussed. Underlying philosophy and preliminary considerations and planning are treated. Information is provided on tools and procedures used to identify the academically talented. Consideration is given to acceleration, grouping, and enrichment. The counseling and guidance of talented students is discussed. Factors in administrative planning for program implementation are explored. A number of successful programs are described briefly. Also included are a substantial reference list, publications about specific programs, and organizations concerned with gifted children. (MS)

ABSTRACT 23249

EC 02 3249 ED 011 124
Publ. Date 66 112p.
Bachtold, Louise M.
Counseling; Instructional Programs for Intellectually Gifted Students.
California State Department of Education, Sacramento
EDRS mf,hc

Descriptors: exceptional child education; gifted; counseling; curriculum; social studies; experimental programs; English; inservice teacher education; program evaluation; program development; group counseling; junior high schools; counseling instructional programs; Project Talent; Sacramento (California)

The intellectually gifted, identified as the top 2% in achievement and ability tests in grades 7, 8, and 9 were placed in an experimental counseling instructional program. Both cognitive and affective objectives were set up for the small group counseling sessions and for English and social studies classes. Small groups of eight to 10 students met once every 2 weeks with a counselor. The counselors and the teachers of the English and social studies classes planned coordinated activities for the small groups and classwork which would lead to intellectual and social growth. Inservice training and program planning continued throughout the year. The program was evaluated by measuring the amount of student growth in line with program objectives; rating sheets on the feelings and attitudes of all those involved, detailed case studies, and student self-evaluation forms were used. The program was presented as an example of a means of interrelating counseling and classroom activities which could serve for students other than the gifted. (NS)

ABSTRACT 23289

EC 02 3289 ED N.A.
Publ. Date 65 72p.
Goldberg, Miriam L.
Research on the Talented. HMLI Pamphlets.
Horace-Mann-Lincoln Institute of School Experimentation, New York
EDRS not available
Bureau of Publications, Teachers College, Columbia University, West 120th Street, New York, New York 10027.

Descriptors: exceptional child education; gifted; research reviews (publications); intelligence; creativity; underachievers; educational methods; academically gifted

Recent findings concerning the education of superior students are compared with past research in this area. Examination was made of current projects in relation to perennial unsolved problems and with new or uncharted concerns. Social and personal characteristics, identification of the superior student, and intellectual and motivational factors are reviewed. In addition, the discrepancy between prediction and achievement (underachievers), administrative and guidance provisions, course content and method, and current trends and concerns for schools are examined, a selected bibliography on education of the talented, arranged by topic, is included. (KW)

ABSTRACT 23454

EC 02 3454 ED 041 418
Publ. Date 70 339p.
Rice, Joseph P.
The Gifted: Developing Total Talent.
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($17.50).

Descriptors: exceptional child education; gifted; program development; talent development; intelligence; educational objectives; educational needs; talented students; teaching methods; identification; teacher education; curriculum

Basic ingredients of educational program development for the gifted are developed. Consideration of program goals, a composite classification of talents, and identification of the gifted precedes a discussion on rearing and educating gifted children including expectations, parents' obligations, and educational planning. Studies of interests and opinions of the gifted are related to curriculum planning. Methods and objectives are also considered in the building of model curriculums. Attention is given to appropriate placement in an education program, the integration of a guidance and instructional program, staffing needs and teacher qualifications, and strategies for program development and administration. Statistical tables are included. (KW)

ABSTRACT 23516

EC 02 3516 ED N.A.
Publ. Date 66 98p.
Borg, Walter R.
Ability Grouping in the Public Schools.
EDRS not available
Dembar Educational Research Services, Inc., P. O. Box 1148, Madison, Wisconsin 53701.

Descriptors: exceptional child research; grouping (instructional purposes); ability grouping; heterogeneous grouping; average students; superior students; slow learners; achievement; study habits; student attitudes; student problems; self concept; personality; elementary school students; junior high school students

A four-year study of 4000 pupils examined ability grouping and random grouping. Data collected included measures of achievement, study habits, sociometric status, pupil attitudes, pupil problems, self concept, and personality. Findings showed superior elementary pupils in ability grouping achieved better, but lost in self concept and sociometric status, while those in random grouping had better study habits. Average elementary pupils in random grouping had better study habits, better personality characteristics, higher self concept scores, and fewer problems, while those in ability grouping had improved sociometric status. Slow elementary pupils in random grouping had better achievement performance, study habits, self concept, and personality characteristics, while those in ability grouping gained in sociometric status and had better attitudes toward school and teacher. Superior junior high pupils in ability grouping achieved better, had fewer problems, scored more favorably on poise, ascendency, self-assurance, achievement potential, and intellectual efficiency. Average junior high pupils in ability grouping achieved better, had better study methods, fewer problems, and lower self concept, while those in random grouping scored more favorably on poise, ascendency, self assurance, and the anxiety to achieve measures. Slow junior high pupils in random grouping achieved better and had better self concept scores, but more problems. (MS)

ABSTRACT 30024

EC 03 0024 ED 043 150
Publ. Date Sep 70 224p.
Grost, Audrey
Genius in Residence.
EDRS not available
Prentice-Hall, Inc., Publishers, Englewood Cliffs, New Jersey 07632 ($6.95).

Descriptors: exceptional child education; gifted; individual development; educational needs; family life; adjustment (to environment); biographies

The author recounts the family and school life of an exceptionally gifted child--her son, Michael Grost-- from birth to his graduation from Michigan State University at the age of 15 years. She has chronicled the development of Mike (IQ 200 plus) with many humorous, frustrating, despairing, triumphant, and incredible personal experiences of Mike and the family as they struggled toward the fullest development of his talents. Encounters with the rigid school system, jealous neighbors, inflexible members of the educational community, and finally compassionate educators and psychologists at Michigan State University are described. Beyond the story of one gifted child, the author raises questions related to current teaching methods and the educational system, the conflict of the pursuit of equal opportunities and the pursuit of excellence, and how to nurture

and develop to the fullest talent and genius in the individual child. (KW)

ABSTRACT 30062

EC 03 0062 ED N.A.
Publ. Date 68 125p.
Martinson, Ruth A.
Curriculum Enrichment for the Gifted in the Primary Grades.
EDRS not available
Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632 ($2.95).

Descriptors: exceptional child education; gifted; teaching methods; elementary school students; curriculum development; identification; teacher qualifications; program evaluation; enrichment

Written for teachers of young elementary gifted students, the book provides a basis for curriculum planning. Specific areas discussed include identification of the gifted, teaching techniques, teacher qualities of personal behavior and classroom management, meeting interests and needs of individual children, meeting needs of the gifted in groups, and program evaluation. Special considerations in curriculum planning are noted for social studies, mathematics and science, language arts, music, and art. Illustrative practices are described throughout. (MS)

ABSTRACT 30158

EC 03 0158 ED N.A.
Publ. Date 62 293p.
Getzels, Jacob W.; Jackson, Philip W.
Creativity and Intelligence: Explorations with Gifted Students.
EDRS not available
John Wiley and Sons, Inc., 605 Third Avenue, New York, New York 10016 ($7.95).

Descriptors: exceptional child research; gifted; creativity; social adjustment; psychological characteristics; talented students; superior students; moral values; social psychology; interpersonal competence; personal adjustment; achievement; family relationship

The study explored varieties of giftedness, determined categories, and concentrated upon gifted students representing the categories of creativity, intelligence, morality, and psychological adjustment. Two groups of students exhibiting cognitive excellence were identified: one group high in intelligence but not creativity, the other high in creativity but not intelligence. Two groups exhibiting psychosocial excellence were identified: one group high in morality but not psychological adjustment, the other high in psychological adjustment but not morality. Each pair of groups was studied in terms of school behavior and achievement, values, and family environment. Procedures and results are reported. Several theoretical formulations in the area of creativity are considered and related to the findings. Several case studies are included. The appendix presents instruments and procedures used in the study. (KW)

ABSTRACT 30356

EC 03 0356 ED N.A.
Publ. Date 60 270p.
Strang, Ruth
Helping Your Gifted Child.
EDRS not available
E. P. Dutton and Company, Inc., 201 Park Avenue South, New York, New York 10003 ($4.95).

Descriptors: exceptional child education; gifted; child rearing; child development; parent role; childhood needs; emotional problems

Intended for parents of gifted children, the book contains basic and helpful information on child rearing. Types of giftedness are defined, and what it takes to make a gifted child is explained (influences of heredity, home environment, family relations, opportunities to develop his abilities). The gifted child at the preschool level, elementary school level, and as an adolescent is discussed, with examples of gifted child behavior presented and indications given to parents as to what they can expect of their children and how they can help guide their development. Problems of gifted children are covered, and the parents' role and responsibility defined. Appended are lists of suggested books for parents and for gifted children at all age levels. (KW)

ABSTRACT 30729

EC 03 0729 ED N.A.
Publ. Date Mar 70 4p.
Horn, Lister W.; Gleason, Gary M.
Teaching a Unit on the Computer to Academically Talented Elementary School Children.
EDRS not available
Arithmetic Teacher; V17 N3 P216-9 Mar 1970

Descriptors: exceptional child education; gifted; enrichment; grade 5; grade 6; elementary school students; computers; computer science education

Concepts of the computer were taught to academically talented fifth and sixth grade students in 10 sessions of one and a half hours each. Included in the unit were computer history, numeration systems, computer hardware, and FORTRAN programing. Students wrote programs independently, showed interest, and gained understanding of a language of programing. Suggestions for improved units are discussed. (MS)

ABSTRACT 30874

EC 03 0874 ED N.A.
Publ. Date Nov 70 33p.
House, Ernest R. and Others
Development of Educational Programs: Advocacy in a Non-Rational System.
Illinois University, Urbana, Center for Instructional Research and Curriculum Evaluation
Illinois State Office of the Superintendent of Public Instruction, Springfield, Department of Program Development for Gifted Children
EDRS mf,hc

Descriptors: exceptional child research; gifted; program development; program evaluation; educational quality; educational programs; Illinois

During the evaluation of the Illinois Gifted Program, the process of program development was also studied. The purpose of the study was to determine the sequence of events necessary to program development, and, based on the judgments of quality about the individual programs, to separate the different patterns of development leading to high and low quality programs. Subjects were 34 school districts (10% of a sample of 340) in Illinois receiving money from the state for gifted programs. Over 25 kinds of data were collected by various methods (director, teacher, and student interviews, class activities questionnaire, classroom observation, documents), on which judgments of program quality were made. Program case histories were also collected. Fifty-five independent variables were identified and quantified. Some variables associated with gifted program quality were found to be larger-sized districts, unit (K-12) districts, recognized need, a teacher or staff administrator (rather than line administrator) as director, high director involvement, consultant services, selection of change-minded teachers, and large budget. (KW)

ABSTRACT 31080

EC 03 1080 ED N.A.
Publ. Date 53 288p.
Parkyn, G. W.
Children of High Intelligence.
New Zealand Council for Educational Research, Wellington
EDRS not available
Tri-Ocean Books, 62 Townsend Street, San Francisco, California 94107 ($3.65).

Descriptors: exceptional child research; gifted children; foreign countries; statistical data; national surveys; academic achievement; family influence; curriculum; grouping (instructional purposes); New Zealand

The study of gifted children, the first of its kind to be carried out in New Zealand, was concerned with general intelligence only (not special talents) and, so far as teaching method is concerned, it deals only with general principles (not specific procedures). The first two chapters define high intelligence and present the general characteristics of gifted children. Four chapters then present data from the author's study of New Zealand gifted children (their general characteristics, scholastic achievement, home background, and other factors). Following chapters, discussing school organization, curriculum, and teaching methods, contain suggestions of means whereby the educational needs of gifted children might be better met. Much of the technical material and data has been reserved for the appendixes. (KW)

ABSTRACT 31154

EC 03 1154 ED N.A.
Publ. Date Feb 69 125p.
Review of Educational Research: Education of Exceptional Children.
Committee on Education of Exceptional Children, Washington, D. C.

American Educational Research Association, Washington, D. C.
EDRS not available
Review of Educational Research; V39 N1 P1-125 Feb 1969

Descriptors: exceptional child research; mentally handicapped; speech handicapped; gifted; learning disabilities; visually handicapped; deaf; aurally handicapped; emotionally disturbed; literature reviews

Literature reviews of the major areas within special education are presented. Catagories include: the mentally retarded (Herbert Prehm and James Crosson), the gifted (Edward C. Frierson), the speech handicapped (Clark Starr), the visually handicapped (Carson Nolan and Samuel Ashcroft), learning disabilities (Corrine Kass), behavior disorders (John Galvin and Herbert Quay), and the deaf and hard of hearing (Stephen Quigley). (CD)

ABSTRACT 31232

EC 03 1232 ED N.A.
Publ. Date 69 316p.
Wolfle, Dael, Ed.
The Discovery of Talent.
EDRS not available
Harvard University Press, 79 Garden Street, Cambridge, Massachusetts 02138 ($9.50).

Descriptors: exceptional child research; gifted; talent identification; talent utilization; ability; annual reports; Walter Van Dyke Bingham Lectures

The text is a compilation of lectures on the development of exceptional abilities and capacities. The lectures represent a wide-ranging presentation of a number of current ideas concerning talent and are written in such a way as to be accessible to a broad audience of persons extending beyond the professional psychologists. Papers by Lewis Terman, Donald Paterson, Cyril Burt, Edward Strong, Jr., J.P. Guilford, Dael Wolfle, John Stalnaker, Donald MacKinnon, Edwin Ghiselli, Norman Mackworth, and Philip Vernon are given. (CD)

ABSTRACT 31268

EC 03 1268 ED N.A.
Publ. Date 26 648p.
Terman, Lewis M., Ed. and Others
Genetic Studies of Genius: Volume I, Mental and Physical Traits of a Thousand Gifted Children.
EDRS not available
Stanford University Press, Stanford, California 94305 ($15.00).

Descriptors: exceptional child research; gifted; statistical data; physical characteristics; academic achievement; interests; interpersonal competence; socioeconomic background; physical health; family characteristics; child development; recreation; educational background; vocational interests; reading; personality; cognitive ability

A study was conducted to investigate the nature of genius insofar as it is indicated by the mental and physical characteristics of intellectually superior children. Data were collected on over 1,400 children ranking within the top 1% of the unselected school population of corresponding age. Most of the report is devoted to 643 of these children for whom the data is most extensive. Additional, less extensive material is presented for a group of 309 gifted high school subjects. On many points, control data was secured from 600 to 800 unselected children. Statistical results describe the racial and social origins of the gifted students, intellectually superior relatives, vital statistics, anthropometric measurements, health and physical history, medical examinations, school progress and educational history, performance on tests of school accomplishment and general information, specialization of abilities, scholastic and occupational interests, play interests and knowledge, reading interests, intellectual, social, and activity interests, and character and personality traits. (See EC 031 269 for report of 6-year followup study on these gifted students.) (KW)

ABSTRACT 31269

EC 03 1269 ED N.A.
Publ. Date 30 508p.
Burks, Barbara Stoddard and Others
Genetic Studies of Genius: Volume III, The Promise of Youth--Follow-Up Studies of a Thousand Gifted Children.
EDRS not available
Stanford University Press, Stanford, California 94305 ($12.50).

Descriptors: exceptional child research; gifted; followup studies; statistical data; intelligence quotient; academic achievement; interests; vocational interests; personality; interpersonal competence; family characteristics; case studies; writing skills; identification; authors

Presented are the results of a followup study of over 1,000 intellectually superior children who were initially selected and studied to establish their deviation from unselected children in a large variety of physical, mental, and personality traits (see EC 031 268 for original study). The followup study, 6 years later, repeated many earlier tests and made quantitative comparisons to check the correctness of previous conclusions. New data was also obtained to complete the picture of the typical gifted youth. Data reported concern retests of intelligence, educational progress, scholastic achievement as indicated by tests and by grades, scholastic and other interests, vocational plans and achievement, social and personality traits, health, family statistics, and sibling tests. Illustrative case studies document school acceleration and social adjustment, deterioration of IQ or achievement, conquest of obstacles, twins and other siblings, behavior problems, musical ability, and zealousness. Also included is a study of literary juvenilia, with a tentative scale for rating literary juvenilia, results of ratings, and case notes on gifted juvenile writers. (KW)

ABSTRACT 31291

EC 03 1291 ED N.A.
Publ. Date 70 171p.
Pringle, M. L. Kellmer
Able Misfits: A Study of Educational and Behaviour Difficulties of 103 Very Intelligent Children (IQs 120-200).
EDRS not available
Humanities Press, 303 Park Avenue South, New York, New York 10010 ($6.00).

Descriptors: exceptional child research; gifted; behavior problems; underachievers; learning difficulties; parent attitudes; academic achievement; personal adjustment; psychological needs; identification

A descriptive account of intelligent children whose behavior difficulties were severe enough to cause their teachers or parents to seek psychological advice is presented. Illustrative case histories are cited. Statistical information on the 103 children describes how they came to be examined, characteristics, home background, parental attitudes, recommendations made, and subsequent developments. A more theoretical section, concerning the psychology of learning and adjustment, discusses basic psychological needs, learning and emotion, maladjustment, underachievement, and the findings of previous research. Questions of prevention and remedial action are considered in an analysis of practical implications which emphasizes early recognition of giftedness. (KW)

ABSTRACT 31400

EC 03 1400 ED N.A.
Publ. Date 69 38p.
Lewis, H. Michael
Opening Windows Onto the Future.
Governor's School of North Carolina, Winston-Salem
EDRS not available
Governor's School of North Carolina, Drawer H, Salem Station, Winston-Salem, North Carolina 27108.

Descriptors: exceptional child education; gifted; educational philosophy; theories; special schools; educational methods; curriculum design; summer schools; senior high school students; abstract reasoning; Governor's School of North Carolina

The paper sets forth the theory of the Governor's School (GS) of North Carolina, an 8-week summer program for gifted high school juniors and seniors. Four hundred such students are selected each year on the basis of intelligence, talent, and achievement. It is explained that the main aim of the GS is inspirational guidance rather than mastery of specific subject material. The three main areas of learning activity are described--special aptitude development, general conceptual development, and personal and social development. The major portion of the document details the theory and design of the curriculum. The role of theory and the need for theory in education are stressed. Justification for differential education for the gifted is offered. Differential characteristics of the gifted,

and the emphasis on intellect in GS theory are noted. The GS emphasis on theory construction (the ability to conceptualize and to abstract) is featured. (KW)

ABSTRACT 31496

EC 03 1496 ED N.A.
Publ. Date 70 6p.
Keogh, Barbara K.; Smith, Carol E.
Early Identification of Educationally High Potential and High Risk Children.
EDRS not available
Journal of School Psychology: V8 N4 P285-90 Win 1970

Descriptors: exceptional child research; gifted; learning difficulties; academic achievement; prediction; identification; academic aptitude; screening tests; predictive ability (testing); followup studies; student evaluation; elementary school students; Bender Gestalt Test

Early identification of educationally high potential and high risk children was investigated by following 49 children from kindergarten entrance through grades 5 of a regular school program. Kindergarten predictive measures were the Bender Gestalt and teachers' evaluations. Follow-up measures were yearly standard achievement test results. Analyses revealed consistently high and significant relationships between teachers' ratings and subsequent school achievement. Teachers were surprisingly accurate in early identification of both high risk and high potential children. The Bender was more accurate for identification of high potential than high risk children. Findings support the use of these measures for initial screening of children entering formal school programs. Specification of dimensions of teachers' evaluations may provide clues to understanding the complexities of school readiness. (Author)

ABSTRACT 31649

EC 03 1649 ED N.A.
Publ. Date 69 842p.
Cox, Catharine Morris
Genetic Studies of Genius: Volume II, the Early Mental Traits of Three Hundred Geniuses.
EDRS not available
Stanford University Press, Stanford, California 94305 ($15.00).

Descriptors: exceptional child research; gifted; genetics; historical reviews; intelligence level; intelligence tests; rating scales; psychological evaluation; prediction

Volume 2 in a series on the genetic studies of genius deals with the early mental traits of 300 geniuses. The investigation was conducted in an effort to discover whether traits characterizing gifted children are paralleled in the childhood traits of individuals who have later achieved eminence due to intellectual, moral or artistic performances. Historical records of heredity, childhood, and youth are examined and psychological indices applied to measure the traits. Methods and results are detailed including the subjects and data, IQ estimate and treatment, a discussion and analysis of the IQ ratings, and an analysis of character ratings. Case studies consisting of brief biographical summaries are provided to give an indication of the nature of the evidence on which the IQ estimates were based. One of the major conclusions drawn by the researchers was that geniuses are not only characterized in childhood by a superior IQ, but also by traits of interest, energy, will, and character that foreshadow later performance. (CD)

ABSTRACT 32485

EC 03 2485 ED N.A.
Publ. Date 70 272p.
Hildreth, Gertrude Howell
Educating Gifted Children at Hunter College Elementary School.
EDRS not available
Greenwood Press, Inc., 51 Riverside Avenue, Westport, Connecticut 06880.

Descriptors: exceptional child education; gifted; special schools; program descriptions; educational programs; Hunter College Elementary School

Examined are the role and the achievements of Hunter College Elementary School in New York City in educating gifted children. Distinctive features characterizing the program of the school are described. Data cited refer to the school's first 10 years (1941-1951). The discussion covers administrative organization, goals and curriculum, class organization, teaching methods, instructional resources, and specific instruction in subject matter and academic skills. Also covered are school life and school-community and school-parent relationships. The guidance and adjustments of gifted children are appraised, and the role of the school in the preparation of teachers of the gifted outlined. Evaluative evidence relating to the academic achievement, skills, and attitudes of students is cited to establish the validity of the school's program. (KW)

ABSTRACT 32565

EC 03 2565 ED N.A.
Publ. Date 55 49p.
Birch, Jack W.; McWilliams, Earl M.
Challenging Gifted Children.
EDRS not available
Bobbs-Merrill Company, Inc., 4300 West 62nd Street, Indianapolis, Indiana 46268 ($1.00).

Descriptors: exceptional child education; gifted; enrichment; class activities; teacher role; teaching methods

Information is presented to aid the regular classroom teacher who has one or more gifted students in a heterogeneous class. Following introductory discussions of giftedness, enrichment, and identification of gifted children, gifted children and the role of their teachers at the primary, intermediate, and high school levels are examined. Practical suggestions which do not require major changes in school organization or extensive teacher preparation and which can be applied directly by the classroom teacher to augment the gifted student's education are offered. Suggestions are made for each of the major subject areas at each level of instruction. (KW)

ABSTRACT 32579

EC 03 2579 ED 051 608
Publ. Date 71 40p.
Bruch, Catherine B.
Teaching Gifted Children Social Sciences in Grades Four Through Six.
California State Department of Education, Sacramento, Division of Special Education
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; gifted; social sciences; intermediate grades; educational objectives; creative thinking; California

Addressed to those who teach social sciences to gifted students in grades 4-6, the booklet elaborates upon suggestions made in the proposed framework on the social sciences for California public schools. Concepts, generalizations and themes of the social sciences are examined as they relate to principles of teaching social science to gifted children. Emphasis is upon productive thinking, creative thinking, problem solving, and a blending of cognitive-affective skills. The concern is expressed that, rather than merely learning simple inquiry training, gifted students experience productive thinking through behaving like social scientists and that they conceive of themselves as problem-solving thinkers. Social science skills are examined (conceptual models, behavioral skills, evaluative and creative skills). Higher intellectual skills are considered in a chapter discussing several theoretical frameworks for examining thinking abilities. Creative persons and the creative process are briefly discussed in relation to teacher strategies. Thoughts on the contribution of the social sciences to the development of the gifted child's potential conclude the booklet. (Author/KW)

ABSTRACT 32639

EC 03 2639 ED N.A.
Publ. Date 69 14p.
Saunders, Robert J.
Identifying the Artistically Gifted in the Classroom.
Connecticut State Department of Education, Hartford, Bureau of Elementary and Secondary Education
EDRS not available
Connecticut State Department of Education, 165 Capitol Avenue, Hartford, Connecticut 06106.
Prepared for the Creativity: Its Educational Implications Workshop (North Haven, Connecticut, December 3, 1969).

Descriptors: gifted; creative art; identification; art education; talent identification

To familiarize the general classroom and art teacher with essential art education literature dealing with the creative student in art, a brief review of research studies on this topic made in art education as a discipline (as opposed to theoretical and philosophical statements on the nature of the creative process) is presented. The meanings of the terms talented, gifted, and creative in art are

discussed and criteria for creativity enumerated. Suggestions are made as to how artistically gifted students can be identified within the limitations of the average art lesson or art activity at the elementary and secondary levels. (KW)

ABSTRACT 32731

EC 03 2731 ED N.A.
Publ. Date 52 100p.
Tannenbaum, Abraham J.
Adolescent Attitudes Toward Academic Brilliance.
EDRS not available
Teachers College Press, Columbia University, 525 West 120th Street, New York, New York 10027 ($3.50).

Descriptors: exceptional child research; gifted; academic ability; adolescents; student attitudes; academic achievement; athletics; peer acceptance; stereotypes; surveys

The focus of the study was an attempt to explore the status of intellect in the adolescent world, to obtain empirical evidence on adolescents' attitudes toward academic brilliance, and to identify some possible influences on these attitudes. A survey instrument was administered to 615 eleventh graders drawn from honor, regular, and modified English classes in an urban school. The teenagers felt that brilliance (as against average ability) had no particular attracting or repelling power. Prejudice against brilliant students was felt to stem from the interaction of brilliance with other personal qualities perceived as objectionable. Moderation in scholastic effort was viewed favorably, and athletes were rated consistently preferable to nonathletes. Replications of the study revealed similar findings in rural New York and Denver communities, but there seemed to be less stigma attached to studiousness in a sample from a middle class Connecticut town. Previous studies, components of the survey, and implications are also discussed. (RJ)

ABSTRACT 32861

EC 03 2861 ED 052 403
Publ. Date Apr 71 39p.
Exceptional Children Conference Papers: Gifted and Developmental Potential in Women and the Disadvantaged.
Council for Exceptional Children, Arlington, Virginia
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf,hc
Papers Presented at the Annual International Convention of the Council for Exceptional Children (49th, Miami Beach, Florida, April 18-24, 1971).

Descriptors: exceptional child education; gifted; females; disadvantaged groups; discriminatory attitudes (social); educational opportunities; employment opportunities; program design; conference reports

In the first of four papers dealing with gifted and developmental potential in women and the disadvantaged, Alexinia Y. Baldwin describes a curriculum package entitled Ecology the Web of Life, designed for high potential students from low socioeconomic backgrounds. It is intended to develop higher level thought processes, features several methods of inquiry, and is multidisciplinary. Jean A. Morse discusses barriers (social pressures and restrictions) faced by gifted girls while growing up which depress manifestations of their potential, and subtle and direct barriers faced by gifted women. Covered are role expectations and opportunities, discriminatory employment practices, problems in choosing and pursuing a career, and suggestions for workers in the area of the gifted. Jack L. Fadely addresses the subject of whether professional women in education, especially at administrative, higher education, and supervisory levels, find their sex a barrier to advancement and equal opportunity. Examined are issues involved, current trends, and opportunities, based on a review of related studies and interviews. James L. McDuffie compares features necessary for special education programs, particularly for the gifted and retarded. Identified are key program features useful for program development and evaluation. (For other CEC convention papers, see EC 032 854-EC 032 860.) (KW)

ABSTRACT 32880

EC 03 2880 ED 053 502
Publ. Date 71 36p.
Popham, Donald F.
Teaching Gifted Students Social Sciences in Grades Ten through Twelve.
California State Department of Education, Sacramento, Division of Special Education
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; gifted; social sciences; honors curriculum; senior high schools; teacher developed materials; program design; teaching guides; California

The monograph is designed to assist secondary school teachers in grades 10 through 12 who teach social sciences to gifted students. The introduction encompasses such topics as the role of leadership, the variability of instruction, and problems in social science instruction. The identification of the gifted student in social sciences and the successful teacher of the field are considered. The importance of the development of an inquiry-conceptual process of reflective reasoning in order to equip the gifted student for social understanding is stressed. Program themes and structure for each of the grade levels are discussed and subject matter skills and teaching strategies are examined. The monograph concludes with a summation of the projected design of the new social science framework for California as taken from the findings of the California Statewide Social Sciences Study Committee. A complementary document (EC 032 579) deals with the same topic at the elementary school level (grades 4-6). (CD)

ABSTRACT 32884

EC 03 2884 ED 053 506
Publ. Date 70 38p.
Stovall, Betty J.; Tongue, Cornelia
The Itinerant Resource Teacher: A Manual for Programs with Gifted Children.
North Carolina State Department of Public Instruction, Raleigh, Division of Special Education
EDRS mf,hc

Descriptors: exceptional child education; gifted; resource teachers; itinerant teachers; state programs; administrative organization; program design; guidelines; North Carolina

Prepared for the use of schools in North Carolina, the manual discusses the use of itinerant resource teachers in the educational program for gifted children. Although pertaining primarily to the gifted and talented program on the elementary and junior high levels, the manual could be adapted to the senior high program also. Discussion of the philosophy and objectives of the Itinerant Resource Teacher Program for Gifted Children indicates that the itinerant teacher acts as a resource person to the regular teacher as well as to the children, thus supplementing rather than supplanting the regular teacher. A section in question and answer format explains the concept of the itinerant resource teacher, and a description is given of ways to implement the program in a school setting. Several sample schedules are presented to illustrate how the program might be implemented in a school system. Also covered are additional professional responsibilities of the resource teacher and some factors to consider in the process of evaluating both the students' progress and the program. (KW)

ABSTRACT 32885

EC 03 2885 ED 053 507
Publ. Date 70 48p.
Jacobs, Walter R., Jr.
Status Report for the Program for the Education of Exceptionally Talented Children, 1969-1970.
North Carolina State Department of Public Instruction, Raleigh, Division of Special Education
EDRS mf,hc

Descriptors: exceptional child education; gifted; state programs; program evaluation; state surveys; statistical data; annual reports; special classes; state aid; North Carolina

The fifth in a series of annual reports, the status report describes the overall North Carolina Program for Exceptionally Talented Children as instituted by local school units for the school year 1969-1970, evaluating the educational program against predetermined criteria. Statistical data are presented about all known gifted and talented (GT) programs in the state and about those programs administered by the Gifted and Talented Section, Division of Special Education, Department of Public Instruction, which is awarded GT Teacher Allotments by the State Board for assignment to qualifying local

units. The report indicates that GT pupil selections were in accordance with public school laws; that the number of GT Teacher Allotments for 1969-70 (240) increased by only one over the previous year; that the gifted curriculum did not appear recognizably different from the general curriculum; and that, despite rapid growth of the GT program in recent years, an estimated 81.3% of pupils eligible for GT programs are not placed in such. (KW)

ABSTRACT 32926

EC 03 2926 ED N.A.
Publ. Date Aug 71 1p.
Ruschival, M. Lena; Way, John Gilbert
The WPPSI and the Stanford-Binet: A Validity and Reliability Study Using Gifted Pre-School Children.

EDRS not available
Journal of Consulting and Clinical Psychology; V37 N1 P163 Aug 1971

Descriptors: exceptional child research; gifted; preschool children; intelligence tests; test reliability; test validity; Wechsler Preschool and Primary Scale of Intelligence; Stanford Binet Intelligence Test

To determine if the Wechsler Preschool and Primary Scale of Intelligence (WPPSI) and the Stanford-Binet, Form L-M, yield comparable test results in intelligence measurement of gifted children, 30 white male and female students (age range 47 to 68 months) attending a private school were given the two tests. The results indicated only a moderate relationship between the WPPSI Full Scale and the Stanford-Binet, and it was concluded that the two scores were not interchangeable for the students. (CB)

ABSTRACT 40230

EC 04 0230 ED N.A.
Publ. Date Nov 71 4p.
Renzulli, Joseph S. and Others
Teacher Identification of Superior Students.

EDRS not available
Exceptional Children; V38 N3 P211-4 Nov 1971

Descriptors: exceptional child education; gifted; identification; teacher role; behavior rating scales; evaluation methods

The need for a more structured approach to teacher judgment in the screening and identification of superior students is discussed, and a systematic procedure for constructing and using an instrument to guide subjective observation is described. The instrument, the Scale for Rating Behavioral Characteristics of Superior Students, focuses on behavioral characteristics in the areas of learning, motivation, creativity, and leadership and is offered as a supplementary method that can be used in conjunction with other identification procedures. Studies dealing with the reliability and validity of the instrument are described. (Author)

ABSTRACT 40452

EC 04 0452 ED N.A.
Publ. Date 71 9p.
Torrance, E. Paul
Identity: The Gifted Child's Major Problem.
EDRS not available
Gifted Child Quarterly; V15 N3 P147-55 Fall 1971
Paper Prepared for the 18th Annual Meeting of the National Association for Gifted Children, Chicago, Illinois, May 6, 1971.

Descriptors: exceptional child research; gifted; creative ability; behavior patterns; case studies; self actualization; creativity research

Three response patterns of conformity, rebellion, and creative individuality that were found to characterize gifted children's resolve of the search for their identity were illustrated by brief case studies of six gifted young people. The gifted young persons were viewed first, during the seventh to 12th grade period and second, during the ages of 25 and 30. It was found that gifted children needed freedom to wander, to experiment, to risk, and to discover their individual limits, which ultimately enabled them to find their identity. Lives of the six young people described were said to reveal the duality of the unique and universal. Each was said to seek his unique identity and yet, seeking identity was characterized as a universal phenomenon. The author concluded by advocating that gifted children receive supporting adult guidance in the quests for their identity. (CB)

ABSTRACT 41514

EC 04 1514 ED 060 586
Publ. Date 71 141p.
Principles, Objectives, and Curricula for Programs in the Education of Mentally Gifted Minors--Kindergarten Through Grade Twelve.
California State Dpeartment of Education, Sacramento
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; gifted; educational objectives; curriculum design; educational philosophy

The volume purports to define the structure and substance of special educational provisions offered to California gifted children (in the upper 2% of general mental ability). Following a review of California's program of special education for the gifted, the nature of special education for the gifted is defined in terms of principles, needs, and student and teacher behavioral objectives. Content, concepts, and learning tasks in the various subject areas and grade levels are summarized. Critical issues in the education of the gifted examined include both societal and school-related issues. Discussion of the evaluation of curriculum and instruction covers goals and problems of program evaluation, and assessment of characteristics of the gifted. (KW)

ABSTRACT 41745

EC 04 1745 ED 061 679
Publ. Date 72 23p.
Keating, Daniel P.; Stanley, Julian C.
From Eighth Grade to Selective College in One Jump: Case Studies in Radical Acceleration.
Johns Hopkins University, Baltimore, Maryland
EDRS mf, hc

Descriptors: exceptional child education; gifted; acceleration; junior high school students; case studies; mathematics; sciences; educational methods

The paper examines the problem of highly gifted junior high school students who are intellectually ready for college-level study before beginning high school. The term radical accelerates is used to describe gifted students who jump from junior high to college education, bypassing the high school years. Briefly described are two widely known and successful radical accelerates, Norbert Wiener and Charles Fefferman. Presented in greater detail are case histories of two boys who are current radical accelerates. Methods used by the authors in seeking out mathematically and scientifically precocious students of junior high school age are explained. Possible disruptive effects of academic acceleration are considered, with particular reference to social and emotional development. Previous literture on acceleration is referred to, although little study has been done on radical acceleration. Radical acceleration is seen as the method of choice for some, but not all, extremely able students; alternate possibilities are also mentioned. (KW)

ABSTRACT 41934

EC 04 1934 ED 062 737
Publ. Date 72 106p.
Exceptional Children Conference Papers: Creativity and the Gifted.
Council for Exceptional Children, Arlington, Virginia
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf,hc
Papers Presented at the Annual International CEC Convention (50th, Washington, D. C., March 19-24, 1972).

Descriptors: gifted; creativity research; identification; Negro youth; creative thinking; conference reports; federal legislation; talent identification; writing skills; females

Discussed in the eight conference papers on creativity and the gifted are implications of federal legislation for the gifted, the development of a composite measure of artistic creativity, and an empirical study of cognitive style and creative problem solving in junior high school students. A paper on the identification of creativity in writers compares two approaches to the study of creativity: the cognitive-factor approach, which emphasizes intellectual aspects of creativity, and a personality approach. Additional papers concern the effect of subject specialists on gifted children and the school program, identification of academically

talented black students, curriculum for nurturing black talent, and similarities of attitudes and background factors among successful women. (KW)

ABSTRACT 42083

EC 04 2083 ED N.A.
Publ. Date Mar 72 317p.
Education of the Gifted and Talented--Report to the Congress of the United States by the U.S. Commissioner of Education and Background Papers Submitted to the U.S. Office of Education.
Office of Education (DHEW), Washington, D. C.
Committee on Labor and Public Welfare, Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; gifted; educational needs; educational programs; national programs; educational opportunities; identification; state programs; federal government; federal programs

Presented are two combined volumes on the education of the gifted and talented. Volume one consists of a report to the Congress of the United States by the U.S. Commissioner of Education, and volume two is a compilation of background papers submitted to the U.S. Office of Education (OE). The volumes are an attempt to determine the need for special education for gifted and talented children, to specify existence of current federal education assistance programs, to evaluate federal programs, and to recommend needed new programs. Topics covered in volume one are an introduction to the subject area, a profile of the gifted and talented population, needed special planning, nature of needed programs, state survey, four case studies, the USOE delivery system, and general findings. Volume two consists of seven papers on research implications, analysis of problems and priorities, analysis of hearing held by regional commissioners of education, state laws, comparison of gifted and average students in Project Talent population, case studies of four states, and assessment of existing federal education programs (CB)

ABSTRACT 42133

EC 04 2133 ED 063 698
Publ. Date (64) 17p.
Gifted Underachievers: A Follow-Up Study of Four Types of Treatment.
Toronto Board of Education, Ontario, Canada, Research Dept.
EDRS mf,hc

Descriptors: exceptional child research; gifted; underachievers; group discussion; academic achievement; intermediate grades; followup studies; personal adjustment

Four groups of gifted, underachieving students in intermediate grades were given different treatments for 6 months during the school year 1961-62. Results were based on 36 students, 10 in the human relations group, 11 in the academic group, 8 in the individually counselled group, and 7 in the control or maturation group. Following the treatment and 1 year after treatment, the students were tested for psychological adjustment and academic achievement. All groups were found to improve academically, but the human relations group and the academic group showed greater gains than the remaining two groups. The human relations group also showed significant gains in psychological adjustment, both personal and social, over the years 1961-63; the academic groups showed a significant gain in personal adjustment only during the treatment period. It was concluded that discussion groups, whether they are oriented toward group member feelings and interpersonal problems or toward academic matters, promote psychological adjustment and academic achievement. (For the initial study, see EC 042 134.) (CB)

ABSTRACT 42229

EC 04 2229 ED 063 717
Publ. Date (71) 13p.
Project Gifted.
Cranston School Dept., Rhode Island
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; gifted; intermediate grades; educational programs; student placement; program descriptions

Covered in the short discussion of Project Gifted for intermediate grade children are program description, instructional strategy, classification of question categories to cue various levels of thinking, traits common to intellectually gifted students, and procedure for selection of students participating in Project Gifted. Project Gifted is described to foster a learning environment that enables a child to become a critical thinker. The instructional strategy is said to employ Bloom's Taxonomy of Educational Objectives as a frame of reference. The classification of question categories includes knowledge, comprehension, application, analysis, synthesis, and evaluation. Then follow brief statements about 17 traits common to intellectually gifted students. The procedure for selection of students is described to involve language arts, mathematics, and reading results on an achievement test battery, verbal test scores, administration of the Stanford Binet Individual Intelligence Test and the Wide Range Achievement Test, results of a teacher behavior rating scale, a selection committee, and informing appropriate parents that their children have been selected for the program. (For related studies, see also EC 042 227-8 and EC 042 230.) (CB)

ABSTRACT 42452

EC 04 2452 ED 064 833
Publ. Date 72 84p.
Syphers, Dorothy F.
Gifted and Talented Children: Practical Programing for Teachers and Principals.
Arcadia Unified School District, California
EDRS not available
Council for Exceptional Children, 1411 South Jefferson Davis Highway, Suite 900, Arlington, Virginia 22202 ($2.50).

Descriptors: exceptional child education; gifted; educational planning; teacher role; principals; creative ability; guidelines; elementary education; identification; administration

Written especially for teachers and principals, the volume presents a brief overview of current thoughts on problems and practical guidelines in elementary school programing for gifted and talented children. Examples of content, teaching methods, and various administrative procedures are provided on the elementary school level for the stated purpose of demonstrating how theory is translated into practice. Identifying the gifted is discussed in terms of use of intelligence tests, comparison of individual intelligence scales, and selected learning characteristics of gifted children. Administrative arrangements then covered include acceleration, skipping,early admission, ungraded primary, summer school advancement, telescoping junior high, enrichment, special interest grouping, and opposition to acceleration. The principal's leadership is explained to involve parents, teachers, counselors, students, and community. Briefly discussed next is selection of qualified teachers, various grading practices and the need for grading. Aspects of productive classrooms mentioned include team teaching, attention, feeding creativity, relevancy, study guides, nonconformity, and independent learning kits. The final chapter notes means of evaluating gifted and talented students. (CB)

ABSTRACT 42917

EC 04 2917 ED N.A.
Publ. Date Sep 72 5p.
Keating, Daniel P.; Stanley, Julian C.
Extreme Measures for the Exceptionally Gifted in Mathematics and Science.
EDRS not available
Educational Researcher; V1 N9 P3-7 Sep 1972

Descriptors: exceptional child research; gifted; junior high school students; educational needs; mathematics; sciences; educational opportunities; advanced placement; case studies; undergraduate study

Reported was a research project on the educational needs of children exceptionally gifted in mathematics and science. A contest was organized to discover outstanding seventh, eighth and 13 year old ninth graders in which 396 students took the College Board's Standard Achievement Test-Mathematics and its Math Level I achievement test, and 192 students took the Sequential Tests of Educational Progress, Series II (Step II) Science, Forms 1A and 1B. It was found that a significant number of students already knew much of the math and science they supposedly would be taught in high school. Case studies of a 12 year old and a 13 year old who were sent to college on the basis of their test scores

were examined. Each student evidenced superior academic adjustment without any major emotional or social difficulties. Released time, evening, and summer courses were suggested as a way of meeting the educational needs of advanced students. A minimum estimate of the percentage of highly mathematically or scientifically precocious youths was reported to be .03%. Striking sex differences in high level achievement were noted.

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